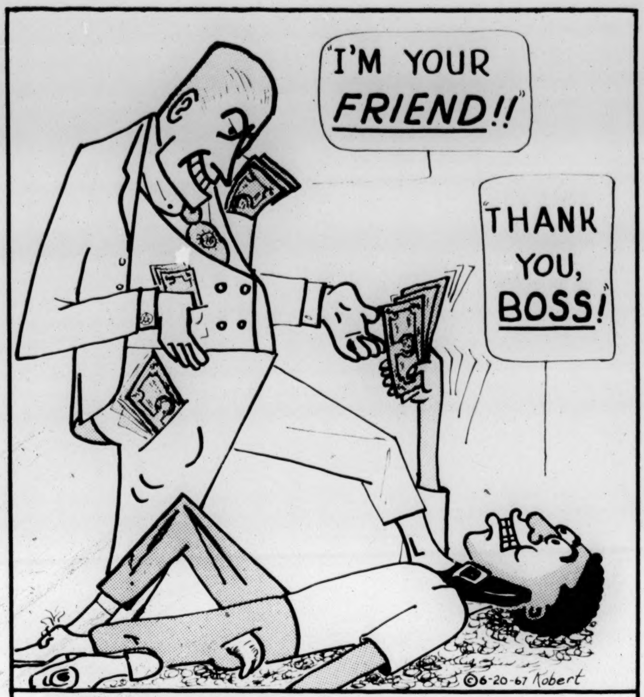

"I'M YOUR FRIEND!!"
"THANK YOU, BOSS!"
©6-20-67 Robert

DON'T SPEND YOUR DOLLARS WITH BUSINESSES OWNED FROM OUTSIDE THE COMMUNITY WHO WON'T AGREE TO PROFIT-SHARING WITH THE COMMUNITY
Roxbury People's Movement

The Roxbury People's Movement

summons you to a

RALLY AND MARCH
FOR
COMMUNITY CONTROL

Sunday — June 25, 1967 — 2:00 P.M.

March assembles at Carter Playground on Columbus Avenue, and finishes at the Ball Park behind White's Stadium
(The permit has already been issued)

RALLY for COMMUNITY CONTROL — 4:30 P.M.

A SPEAKER OF NATIONAL PROMINENCE. . .

Bachanalians Afro-American Band

SPONSORING GROUPS

MAW • CORE • SNCC • SCLC • MASSACHUSETTS COUNCIL OF CHURCHES
BLUE HILL CHRISTIAN CENTER • EXODUS • N. E. G. R. O. • C. A. U. S. E.
AFRO-AMERICANS AGAINST THE WAR IN VIET-NAM • Y. P. O. B.
GROVE HALL DEVELOPMENT CORP. • PARENTS FOR JUSTICE • AREA VI
A. F. S. C. • F. S. C. • N. E. C. D. E. C. • V. O. W. • S. N. A. P. • A. P. A. C.

JOIN MAW IN NATIONAL WELFARE RIGHTS MARCH

On June 30, welfare recipients all across the country will march demanding the basic things they need and aren't getting. Here in Boston, we mothers are going to march, too, demanding some real changes in the welfare department and in its rules and regulations. These are some of our demands:

--Recipients should have a say in the local welfare offices -- a welfare grievance committee should be set up, made up of 50% plus 1 recipients and the rest social workers. This committee should be able to review and act on recipients' complaints in the local welfare offices.

--A raise in the budget so that you and your children can live decently. The raise should include leisure time and transportation money.

--No grants for special needs or emergencies should be deducted under any circumstances.

--The plainclothes cops should be taken out of the welfare offices

--Welfare recipients should be on the boards that make decisions about welfare problems -- local and state policy making committees and state appeal boards should be made up of 50% plus 1 recipients with full member power.

--Families should be able to save as much as they can for the education of children, and each dollar will be matched by the welfare department.

--People on welfare should be able to earn and keep $85 a month and up to 70% of what you earn over $85 that month.

--People on welfare should receive money for clothing twice a year for winter and summer clothing. Children up to 6 should get $20 each time; children from 7-12, $40 each time; and from 13-20, $60 each time. There should also be special checks for holidays and for emergencies.

--The residency requirement for AFDC is unconstitutional and should be abolished.

--General relief budgets should be raised, special grants for basic needs should be allowed, as they are on AFDC, and GR recipients should have the right to appeal, like other recipients.

Who knows better than you what you need to raise your children? We think that we have the right to help make the decisions in the welfare department. We have won many things before. Your cooperation will help to win many more. JOIN WITH US TO MARCH FOR THESE DEMANDS ON FRIDAY, JUNE 30. Leave from 48 Rutland St. at 10 a.m. Rally at State House, 12 o'clock. For further information call MAW at 267-6431, 445-0283, or 825-5756.

REFORMATION
MESSAGE TO THE BLACK WOMAN AND CONCERNED

The Jesus Christ loving Nigger is I0,000 years behind the stick because he, thru fear, is apparently too dumb to creat a God System of his own. Therefore you, the black woman, must develope a God System for your black sons and daughters, yet unborn.

Sir John Hawkins and Sir Francis Drake named their slave ships, "The Heaven Bound","The Good Ship Jesus", "The God Almighty", and promptly slaughtered over I00,000 negros in order to make a rich profit on the I5,000 who survived the heavenly trips and were placed in absolute hell on earth until they were either worked or beaten to death. "Remember the names of the ships because that is the clue to our gullibility."

We Black People want White People to love us and call us their equal. "All we want is for the White People to give us a chance."

But nothing or nobody ever gave Whitey a chance. His people were stomped and slaughtered by countless wars and nearly extinguished by disease from the face of the earth. He not only survived but fought his way to the top and created a superman image in the process.

This has been accomplished by the one irrefutable fact. The White Man has curiosity. He demands proof of everything that exists. Thus, the White Man "Russian", says if God is in the sky we will find him and he had better say the right thing, otherwise, Siberia.

America's white astronaughts say they fly with God by their side. But you will notice the Government is not taking chances on the negro. The white man knows that if the negro was to spot an unexplained image in the sky he would become irrational, confused, swear he is seeing ghosts and would hollar "Lord Jesus Christ save me." Whereas a white astronaught, upon seeing Jesus in the sky, would try his darndest to capture Jesus, bring him down here on earth, run a series of tests on him to see what makes him tick. And than would turn Jesus over to "Ringling Bros.", for exhibition purposes. And the sad part is that not a single miracle could save him. For the white man unlike the black man knows that miracles cease to exist once proof is demanded.

We will undoubtedly have a black astronaught but he will be the exception and a realist,"Like a Sen. Brooke."

What happens when the white man decides to ship every single black man off the face of the earth into a new kind of slavery, "Surrealism", for exploitation purposes, "The planet must be developed and what animal is more qualified than the dumb nigger." We merely have to put the nigger in a "syndrome brainwashing machine which can hold up to five thousand blacks at a clip"and than name our rockets, The Rocket Ship Jesus, The God Almighty Rocket, and The Heaven Bound Rocket. And get a few mullattos to play the part of Jesus and the disciples with wings,"made out of plastic by Du Pont of course." Have the Roman Pope sing, "Ave Maria," to be sporty, the Greek Pope to chime in with, "I'm Walking Behind You," from Istanbul, Martin Luther King baseing with, "We Is Overcome," and than Zowie, so long nigger!

Black Woman, you may laugh but here are the facts.

#I. The final solution to the funky minded German citizens who called themselves,"the chosen ones,"Jews", was to hold a celebration in honor of passover with a hundred piece orchestra, blue-eyed,blond haired children throwing roses on the grounds. A lavish dinner, lots of singing and dancing, big speech and than a gathering for prayer in the new circular synagogue and than, Zowie! Slam and lock the doors and turn on the juice.

6,000,000 to 8,000,000 died this way. Neither God or Jesus came to their rescue because as Hitler said,"If the God, created by a slavemaking, funky minded Arabian Jew pimp known as Abraham, is not pleased with my attitude on these self glorified white hustlers(imitation.Arabs), than let him come down and do something about it."

#2. In the year 1956, the final solution for the black and oriental racial situation was not only discussed but solved. Only the "cold war" has held up the program. This is a fact which was printed in, "The Philadelphia Inquirer," year 1956.

The solution was the development of the planets with the animals known as negro and oriental. The same way the labor problem was solved in America. In turn the whites will turn the planet earth into a living Paradise. "For Whites Only."

Of course this would be a humane act of God, the Caucasians would be giving the nigger, Jesus, and a heaven right up there among the stars.

#3. Black Woman, you may laugh while you straighten your hair to look like a white woman in technicolor. But two white woman on any given day or night of the year can wipe Africa and 250,000,000 blacks off the face of the earth at their leisure. And Jesus will not intervene, nor would reading the funky Arabic Jew folklore storybook known as the Holy Bible help in any way. Remember,Hitler slaughtered over 40,000,000 of his own kind.(white) Because he felt they were not white enough, so who cares about a bunch of blacks. The two white woman need only a pilots license, a B.52 bomber, and a supply of H. bombs. Of course they would have to take time out to urinate and wash the manure out of their panties which would accummulate from watching those niggers burst open like German hot dogs.

The same way the white woman laughed and collected the testicles of the burned, lynched negro here in America's southland and in KU KLUX KLAN governed Maine.

Black Woman.

Nigger Ministry offers you, your sons and daughters, paradise in the sky. They speak of Jesus as a savior, but Jesus was an Arab, and ask any African how many millions of their people have felt the Arab's love. Arabs were enslaving black people thousands of years before the white man was known to exist. This year over 250,000, young black girls from Africa will be sold into the Arabic whore houses of North Africa and the Middle East. 100,000 young black boys will be made Eunuchs in order to serve the Arabic sheiks, kings and sultans. And be bodyguards for their harems. The whites are trying desperately to make their own God system. By putting a million white hustlers in Israel, the dumb nigger is led to believe that these Polish, German, and Russian hustlers are actually a race of people. But the fact is that Israel is in the Middle East,"Asia Minor," and the only people that ever came out of the Mid-East were and are black and brown Arabs. Black Woman don't forget this fact, that there is no such thing as a White American or European Jew. Only these glorified imitation hustlers who are trying to dominate the Middle East in the name of God and man. Witness, the whites have Africa, South America, the South Pacific and now are chastizing the Vietnamese by the thousands in order to aquire Asia. (Just a matter of time unless the Chinese gamble that their manpower and germ warfare can offset our war machines, which are unequaled in history.) Russia itself merely went for the racialist game as instituted by a glorified hustling white Jew by the name of Trosky, (Luv Leon Bernstein). Only a half-breed genius by the name of Joseph Stalin kept Russia from being a white ruled country.

So you see Black Woman, there is more to this Jesus Christ story than meets the eye.

You give a child candy(heaven) when he's good, a whipping(hell) when he's bad.

You give a nigger Jesus in order to stop him from thinking and to control him. You tell of the glories of a heaven in the sky(a pork chops forever, story), if he'll submit to the will of Jesus or Muhammed, both Arabs, both Jews. And obey the Bible, Koran. Both a set of Arabic slavemaking laws.

But woe and behold hell! If he disobey the Arabic folklore storybooks, Fire and brimstone and damnation forever! In other words, the dumb nigger is just an overgrown child incapable of thought.

Remember, Black Woman. Jesus Christ is the God of death, because the only way you will ever see him is to die. And no dead have returned as yet to verify that he's for real. But the whites do have Israel and now Jerusalem. They have only to discover another new dead sea scroll and "lo and behold!" The white man is a direct descendant of a white God. The nigger, an offspring of the ape, the chinese, they're freaks of nature orangutang style. And the dumb nigger willsay no, God and/or Jesus, was a blackman.

Black Woman, the white man does not care what color you call Jesus-- white, black, or brown. So long as you worship Jesus as your savior. In other words, behave yourself, childlike nigger, and you will get yours in glory.

Our leader, Dr, John McIntosh, issues the following statement.

I, Dr. John McIntosh, will engage any black Jesus Christ loving Christian Minister, in a debate concerning the funky philosophy of an Arabic Jew known as Jesus. And will make any bible,(Arabic Jew folklore funky book), thumping nigger minister, appear like the trained childlike apes, the white church officially declared them to be.(May 4th, I493)Pope Alexander VI.)

The battle ground, to be, the Boston Commons, on any Sunday. I want white America to see and know what black people's basic problems are---Jesus and the Bible.(Arabic Jew folklore funky book)

This goes also for the followers of the funkyfied Arabic Jew, "U bel'el Kassim", who calling himself the Mohammed tried to become the "Jew Messiah","Glorified Sheik of Araby." This includes the "Qus'ran"the thing to be read. Arabic Islamic folklore funkybook, which has made a clown out of our Great American heavyweight champion, Cassuis Marcellos Clay.

Black Woman, we need I200 black women to join in spreading the word and worshiping our God. The Holy Black Mother of America. For our species is only as strong as you, our black American Mothers, make us.

Forget, Jesus, he cannot help us. But our Black Mothers can, by instilling in our children the will to live and develope to the fullness of our mental capabilities to which(as the white American Mother already knows) there is no end. All and everything is possible. The "it" that does not have a solution does not exist.

Remember, I200 incorporated Black Woman can own 50 supermarkets, clothing factories, shoe factories. Construction firms, radio and television factories and outlets, furniture factories with outlets and can even enter industry with an aduqate research program. This can be accomplished inside of I0 years. I200 Black Woman Priests and Bishops can employ inside of I0 years, I00,000

Black people. It is not White America that is stagnateing Black people. (Whitey paved the way on sheer guts over the bodies of his own sons and daughters, brothers and sisters, wives and husbands, to give all Americans an opportunity to make our country, "America", the mighty nation and empire that she is today.)

It is ourselves and these stupid, ignorant, funkyminded Jesus Christ loving nigger Christian ministers, who preach that salvation and heaven is more important than reality.

We welcome all contributions, no matter how big or small. But we will succeed with or without help from the religious, brainwashed God fearing negro.

SOCIETY OF THE DIMENSIONAL BROS.
Theory, History, and Psychology of Religion
Knowledge Means Power
(Est. 1926 To Eliminate Fear Of The Unknown)

Dr. John McIntosh
P.O. Box 18114
Boston, Mass.

Remember, every four years the Arab looks at America, winks at the world and grins, when our Chief Executive swears by a collection of funkyfied Arabic Mythology slavemaking stories to uphold the laws and rights of this great nation.

REFORMATION
TEN COMMANDMENTS (DIMENSIONALIST)

Priestess' option to use Black, Brown, White, in or as relates with woman.

First Commandment

Woman.

Blessed are they who conceives.

Congregation.

For the glory of God is the continuation of our seed, in our time, in order that life as we know it may be eternal.

Second Commandment

Woman.

Develope, Honor, and Gloryfy your products.

Congregation.

That the living seed which were implanted within your body for rearing may be respected by all men.

Third Commandment

Woman.

Do not imitate the physical beauty of the other female animals about you.

Congregation.

For this shows an inferiority complex and shameness of self. Kink unto kink, straight unto straight, wool unto wool. All is beautiful.

Fourth Commandment

Woman.

Defense, Education, Knowledge, Curiosity, Wealth. These shall you irrevocably implant in your children.

Congregation.

For our Universal Mother is good only unto those who are good unto themselves. The stupid, the dumb, and the ignorant spirit God believers will get their's in their Glorified, invisible, spiritual heaven.

Fifth Commandment

Woman.

In Unity, there is absolute strength.

Congregation.

Our country wrong. Our country right. Our country wrong or right. For a mighty and strong nation can do no wrong unless disunity corrupts and causes defeat in the feild of battle with our enemies. All means of survival are justified.

Sixth Commandment

Woman.

You are the God of life and the Universe. All therein. All thereout.

Congregation.

Abhor with venomence, incantations to a God System which offers paradise in the sky and Glories in spiritual life after death. This is for those who are ripe for enslavement.

Seventh Commandment

Woman.

Forbade the children from heeling, kneeling, and closeing of the eyes in prayer to the invisible unknown.

Congregation.

For this is not humbleness. This is humiliation. Your enemy may use your moment of heeling, kneeling, and closeing of eye to anihilate you and enslave your family forever.

Eighth Commandment

Woman.

Do not and let not the children worship a masturbated God.

Congregation.

This is Glorified Beastility and racialism. What God and with what animal did he cohabitate? What manner of being was this God product? What color skin? What type of hair? What kind of features?

Ninth Commandment

Woman.

Morality. All is Moral.

Congregation.

We love our neighbors and keep all manner of weaponry available to assist us in our love. For there is no enforceable law requireing our neighbors to love us in return. Remember, Slavery is based upon devine rule in the name of an unknown God.

Tenth Commandment

Children.

Do not be afraid of the foolish and superstitious parent. For their sin is their stupidity.

Congregation.

Education. Knowledge. Curiousity. These are the three Mothers of the Holy Concubine. In Alphabetical Order. The Black Mother of Africa, the Brown Mother of Asia, the White Mother of Europe. Let all three join hands in the developement of our Universe.

SOCIETY OF THE DIMENSIONAL BROS.
Theory, History and Psychology of Religion
Knowledge Means Power
(Est. I926 To Eliminate Fear Of The Unknown)

Dr. John McIntosh
P.O. Box I8II4
Boston, Mass.

THE FIRST ANNUAL WEEK-END CONSULTATION

ON

"PARISH ORGANIZATION FOR TOTAL NEIGHBORHOOD DEVELOPMENT

TIME and PLACE: FRIDAY and SATURDAY, JUNE 2 and 3, 1967
THE UNION METHODIST CHURCH, COLUMBUS AVENUE

and

SUNDAY, JUNE 4, 11:30 a.m. at the
BLUE HILL CHRISTIAN CENTER
288 BLUE HILL AVENUE, ROXBURY

AIM: TO DEVELOPMENT A PARISH MODEL FOR A GHETTO ORGANIZATION WHICH CAN HELP ITS NEIGHBORHOOD LEARN, EARN, OWN, RUN AND CONTROL ITS TERRITORY...THEN CELEBRATE.

Sponsored by the
BLUE HILL CHRISTIAN CENTER AND PARISH
445-0283 445-0275

REVEREND VIRGIL A. WOOD, PASTORAL DIRECTOR
MR. GEORGE HAMM, BOARD CHAIRMAN

Motto: "THE HUMAN DEVELOPMENT OF BLACK PEOPLE"

LISTEN EACH SUNDAY TO "GOOD NEWS FROM BLUE HILL AVENUE" ON RADIO STATION WILD.......

COMMITTEE ON RELIGIOUS AND CULTURAL EXPERIENCE

A. STRUCTURE Of Parish/Church Organization -
A structure which is aligned with the Purposes and Work of a NEW CHURCH MODEL FOR THE SLUM COMMUNITY [illegible] be set up so as to enable it to carry [illegible] those functions, purposes, and Work.--

1. From the traditional

2. New forms or aspects -

3. What will such an organizational chart say, and how will it look...

   (Theologically stated, it is the problem of Faith and Order-Simply stated, it is the question of How we organize to Carry out what we believe) -

B. RELIGIOUS EXPERIENCE

1. Worship - Celebration - Forgiveness - Healing - Enlightenment - Encouragement - Illumination

2. Christian Education (School of Christian Living) -
   Church School - Bible Study - Background of adequacy in Biblical Faith (Heritage) Character Illumination and Building - Biblical Background for personal development, Family under-girding and strengthening, and effective Social Action

3. Other -

C. CULTURAL EXPERIENCE

1. Christ Against Culture - (Culture of Enslavement, Brainwashing, Indoctrination, Defeat, Plantation Colonialism)
2. De-Brainwashing - Image Correction
3. African-American History-
4. Value System and Community Building (as opposed to the Culture of Enslavement and its values)
5. Discovering and Developing Community Talent (for example, per periodic Community Talent Shows - Indoor and outdoors).
6. Family Festival - Love Feast - Black Passover -African American Family Festivals (say built around such Annual Periods co-including with events involving - Cripus Attucks, Fred Douglas, Nat Turner, Denmark Vessey, Harriet Tubman, Jan 1 and August 1 Emancipation Dates, etc.) CREATE or at least ELEVATE TO FULL PROMINENCE AND FAMILIARITY, OUR OWN HEROES AND CELEBRATIONS

COMMITTEE ON ECONOMIC LIFE

There is the necessity that any Urban Religious Institution such as we are seeking to develope during OUR SECOND FIVE YEAR STRETCH, develope an independent source of Finances for its life, as SOON AS POSSIBLE. (For example, Churches which develope Housing Projects who can put up their own $50,000 Bond are in a vastly improved position for bringing maximum control and benefit to their people.)

An ounce of "self-help" financing, should unleash and stimulate a ton of both inside and outside resources (including reparations and economic justice)

A. STEWARTSHIP - means the conscious use of God's creation and goods (all the earth)-Psalm 24:1 - for people and community...(will probably grow out of I. B. above, page 1.

B. PROPERTY INVESTMENT to build up a financial capability for re-investment...(Small initial) Likely present rental facility

C. HOUSING DEVELOPMENT - to put ownership in the hands of the poor primarily. (Probably Build such Housing before building a facility for our organizations'Life - Church/ Center.

D. BUSINESS DEVELOPMENT - initially in connection with our present rented Center -

   1. Present Egg Co-op/Thrift Shop

   2. Do-nut shop/Coffee House/Laundomat

E. INVESTMENT AND RE-INVESTMENT

F. Development of a Program of Business Development, which would include People-owned, Organization-Owned, and Individual-owned business. The mix is important, and a new form of Collective People's ownership is the challenge.

It could be established with an initial donation of "ten ($10) and a five ($5) monthly contribution. This money would be held in escrow until an amount agreed upon by the majority is acquired, agreement then being that this money would be used to buy or invest in business according to the majority vote or quorum of the undersigned. The intent of this wording is to allow immediate participation along these general lines. The final form of this statement is yet to be devised by the group.

III

COMMUNITY ORGANIZATION AND SOCIAL SERVICE

The Blue Hill Christian Center is working out with the Grove Hall Development Corporation, its assignment within the Service Area, and will carry out those functions in cooperation and co-ordination with GHDC. Under orders, and In Co-operation....

A. Block by Block Organizing to engage the territory in its own organization for the things it desire to do.

B. Issue Oriented ORGANIZING - (Task Organizing)
   1. Parents For Justice - Courts/Police, etc.
   2. Mothers for Adequate Welfare, BHCC Chapter (MAW)
   3. Egg Co-op
   4. Thrift Shop
   5. Election Involvement within limited area assigned it -
   6. Other
   7. " --

NOTES:

Blue Hill Committee Chairman: Mrs. Ann Terry

Resource Leaders: (To be announced)

IV

LEADERSHIP AND CAREER DEVELOPMENT

A. The only adequate Leadership for the Emerging Community will come from a certain type of person who must be discovered, many of whom are already on the scene. These will be known simply as Emerging Community Leadership - Basically, they are the hidden, sub-merged, and untried who have not had the OPPORTUNITY, TRAINING, EXPERIENCE, **NOR** THE COMPATIBLE ORGANIZATION WITHIN WHICH TO WORK. Most will come from among the Dispossessed, some from among those who have made it, but ALL MUST:

1. The un-defeated - who tho beaten down, "still have some fight left in them.' The defeated cannot lead the defeated!

2. Those angry, but not mad...whose anger has been heated to a cool passion for wanting to win big.'

3. Those willing to search rigorously for truth: for information..WITH A HUNGER FOR KNOWLEDGE..of self, society. The Word. (Those already discovered have already shown a willingness to read - As a neighbor-barber said recently , "The secrets we need are in books.")

4. THOSE WILLING TO SHARE POWER once acquired. The poor who move out of that status will behave like the rest of Middle-Class Fat America, unless taught the nature, use, and healthy appropriation of power (wealth, knowledge, etc) before they achieve it.

5. This includes the young and old - The old for a new kind of present Citizen-Decision Maker and Decider; the young, especially for the much - needed MENTAL BREAKTHROUGH, then channeled into the VERY BEST educational institutions with their own plans already programmed. THEY WILL CARRY NEW AND IMPORTANT QUESTIONS TO THEIR EDUCATIONAL OPPORTUNITIES.

B. Means of Training:

1. Social Skills (Re-channeling Hostilities) Getting along with their fellows
2. Communication - skills (self-expressed)
"A MAN WHO HAS A LANGUAGE CONSEQUENTLY POSSESSES THE WORLD EXPRESSED AND IMPLIED BY THAT LANGUAGE. MASTERY OF LANGUAGE AFFORDS REMARKABLE POWER." Frantz Fanon "BLACK SKIN WHITE MASKS"

3. Group Dynamics

4. Other -

C. ACADEMY OF TRANSITION - (by someone in the Community..to give Youth alienated from Schools and consequently pushed-out, a DISCIPLINED TRANSITION TO AN ACADEMIC WAY OF LIFE.) The mental breakthrough is the thing! Must also have God at the center of its program.

D. FROM INMATE TO "UP-MATE" - faciliating Parolees and others returning from MCI not only to the community, but in returning to help create "NEW COMMUNITY"

   1. Possibly have BHCC Become part of a ROXBURY OUTMATES ASSOC.

E. FROM "DITCH-MATE" (Street Corner Alcoholic) to "UP-MATE" Citizen-Decider-Worker.

Notes:

V

COMMITTEE ON NON-COOPERATION WITH WORLD DEATH-STYLES
(As a GROUP OR PARISH APPROACH/STYLE)

A. NON-COOPERATION with Arms-Bearing, N.T.
" " " Specific Wars and types of Arms-Bearing.

B. LEGITIMATE AND CREATIVE TENSION WITH SOCIETY...or, CHRIST (CHURCHES) AGAINST (SOCIETY) CULTURE....

C. CREATING THE CRISIS (rather than waiting for it to happen through some ugly and painful community tragedy---where people have to be literally and figuratively killed in a vivid way before we are stirred to action) OUT OF WHICH NEW LIFE, NEW BIRTH, AND THE RESTRUCTURING OF SOCIETY CAN COME.

VI

COMMITTEE ON BRIDGE BUILDING

Discovering appropriate means and methods of inter-Change and exchange of all types of strengths, between BHCC and the City Outside Roxbury.

A. Developing basis for bridge, and clarifying basis for both Banks upon which the Bridge must rest.......

Blue Hill Chairman: (to be announced)

NOTES

COMMITTEE PLANNING:

COMMITTEE SECRETARY:
COMMITTEE CHAIRMAN:

State Drops Riot Charges Against Atkins, 33 Others

Atty. Gen. Elliot L. Richardson dropped all charges today against civil rights leader Thomas I. Atkins stemming from this month's Roxbury riot.

Simultaneously, Richardson directed that kidnaping charges be similarly nol prossed against those who trapped workers of the Grove Hall welfare office, the incident which precipitated the riot.

The attorney general's action followed a meeting Tuesday with his Advisory Committee on Civil Rights and Civil Liberties.

Atkins, first vice president of the Boston branch of the National Assn. for the Advancement of Colored People, was arrested on the night of the riot, June 2-3, along with 33 others.

He was charged with assault and battery on a police officer, injury to personal property (the officer's uniform), obstructing travelers, and disturbing the peace.

The nol prossing papers were delivered today to the Dorchester District Court where Atkins was scheduled to appear Thursday to answer the allegations.

Richardson's order on Atkins, delivered to the court by Asst. Atty. Gen. Willie J. Davis, stated that the charges were to be dropped for "insufficient evidence."

As to the others arrested, the attorney general directed that the felony charge of kidnaping be dropped and charges reduced to the misdemeanors of breach of peace or false imprisonment.

Keeping It Cool

The violence which erupted in Roxbury last Friday and flared intermittently for several days thereafter has now quieted down. The cooler weather has helped, and so, one hopes, have the second thoughts of the people of Roxbury and the community generally.

But the danger of a new outbreak is still there. And we must concentrate very hard on keeping this danger from developing.

The dispute which touched off last week's rioting is happily moving toward solution. The Mothers for Adequate Welfare (M.A.W.) are still negotiating at arm's length with Mayor Collins and the city welfare department. But most of their nine-point program is clearly reasonable and not inconsistent with policy positions already taken by the city administration.

With patience the differences which still remain between M.A.W. and the city can be worked out. And if the Legislature passes Senate Bill 804, putting Boston's and other local welfare departments under state supervision, a major additional step will have been taken toward updating our admittedly laggard aid system.

This, of course, won't solve the problem. It was mere chance that a dispute over welfare touched off the week-end disorders. It could have been any of a score of other vexations and deprivations that affect relations between our ghettoized Negro community and the rest of Boston. We have to identify and eliminate them all.

And the solutions must be permanent, not just something to get us through the long, hot Summer. The Roxbury teenagers who have been meeting more or less spontaneously at St. Hugh's Church this week have made it clear that they are disenchanted with programs that are designed simply to keep them out of harm's way and not to deal with basic problems.

They don't expect much from recent O.E.O. program grants labeled "anti-riot funds," nor can we blame them. The answers we are looking for must go deeper than that.

But many, both in the Negro community and in the white community, are looking deeper. They are trying to shape long-term solutions in welfare, in education, in housing, in community relations generally. And given the time, they will succeed. Our problem now is to give them the time, to keep it cool until the labor of good will pays off.

RECORD AMERICAN, BOSTON, FRIDAY, JUNE 30, 1967 4

DIRECTOR FAVORS MANY MAW AIMS

'67 Hub Welfare Tab $77M

By MARY X. SULLIVAN, GLORIA BOYKIN and JOE GIULIOTTI

Over $77 million will be spent by the City of Boston this year on welfare assistance, medical payments and to train family heads for work, it was disclosed Thursday.

Speaking in Faneuil Hall before Mayor Collins' fact-finding committee on welfare, Director Daniel J. Cronin also said he strongly favored many requests made by Mothers for Adequate Welfare.

It was a sitdown demonstration in the Grove Hall Welfare Office by the MAW which touched off three nights of bloody rioting and looting in Roxbury.

NOT MANY ATTEND

Although well publicized, few were in the historic hall when hearings opened to hear Cronin praise MAW and other groups for bringing the welfare problem to light on a national level.

He said demonstrations throughout the country have shown the need for a national children's allowance system or a guaranteed income method which would supersede the present public assistance program.

Cronin said the city welfare department employs 1000 and will soon add 200 more. He said $76 million will be spent on assistance and medical payments and an additional $1.5 million in federal grants to train family heads.

He said one of the major problems of welfare is to provide supplementation to large families when there is a working father, but his wages are below the welfare budget minimum.

MAKES SUGGESTIONS

He cited an example of a father of five being paid $105 a week for six months while being trained under this program then unable to find a job paying more than $75. He said he would like to see the man paid the additional $30 by welfare.

He also said he favored development of neighborhood sub-welfare offices, exploration of the fod stamp bonus program, which will take the place of the surplus food distribution plan initiated 20 months ago, and also improving the quality of furniture and appliances given welfare families. He said it has been the policy to give these people second-hand household equipment.

John L. Costa, local representative of the Dept. of Health, Education and Welfare, and a member of the fact-finding committee, asked Cronin how many training supervisors the department employed for social warkers.

NEED TELEPHONES

Cronin said there was only one, but the city was considering hiring two more. Cronin also said welfare workers were under strict orders to be courteous at all times to recipients.

One unidentified woman from Charlestown wondered why welfare recipients were not allowed telephones unless they had a medical excuse.

I think any woman living alone with children should be allowed to have a phone," she said.

Atkins, NAACP Official, To Run For City Council

By JIM CHAPMAN

THOMAS ATKINS

Thomas I. Atkins, vice president of the Boston NAACP, announced today he will run for Boston City Council.

In a prepared statement delivered at a press conference, Atkins, a Negro, said:

"No one has been elected at the city level who has been familiar with the problems faced by the Negro youngster, or parent, or family, or community.

"Boston's Negro community

ATKINS

(Continued on Page Seventeen)

Atkins

(Continued from Page One)

needs representation now more than ever before, and the city needs . . . public officials who are familiar with the . . . Negro community.

"My decisioon was made before the disturbances of June 2. The events of that day have strengthened my decision."

Atkins is the 13th person and the second Negro to announce candidacy for the City Council. Theodore (Ted) Williams, a Negro from Roxbury, announced last week.

The filing deadline for city offices is tomorrow.

Atkins said he did not think his chances would be hurt by other Negroes entering the race, because more Negro candidates would encourage heavier voting by the Negro community.

He said he had "quite a lot of campaign machinery," and announced that Atty. Herbert Hershfang would manage his campaign.

Part of his campaign will be a drive to increase the number of registered Negro voters, he said. There are now about 35,000, Atkins estimated.

During his press conference, Atkins criticized Mass. Atty.-Gen. Elliot L. Richardson for dismissing charges made against him after he was arrested during Roxbury rioting on June 2.

Atkins was charged with assault and battery on a police officer, obstructing travelers, and disturbing the peace. Richardson ordered the charges dropped for "insufficient evidence." Charges against 33 other persons also were ordered to be reduced from felonies to misdemeanors.

"I was not informed of the attorney general's intent (to dismiss the charges)," Atkins

"I was personally sorry that that action was taken. The charges lodged against us (Atkins and other people arrested during the riot) were baseless and false.

"We are looking forward to a chance to present our case in open court."

Atkiins also said he would ask federal courts, including the Supreme Court if necessary, to prevent prosecution of persons arrested during the rioting.

He said he felt they were being prosecuted under laws which are unconstitutional.

Atkins, who is 28, is a student at Harvard Law School. He is a Phi Beta Kappa graduate of Indiana University.

Atkins Raps Dismissal of Hub Riot Charges

The nol prossing of charges against him following the recent Roxbury riots was done without his knowledge or consent, Thomas Atkins, vice chairman of the NAACP, said Tuesday as he announced his candidacy for the City Council.

"I would have preferred to go into court and, under oath, present a true picture of what happened," Atkins said.

Atkins was charged with assaulting a policeman, loitering and breach of the peace.

In an extraordinary move last week, Atty. Gen. Eliot L. Richardson called for the dismissal of the charges after conferences with his Committee on Civil Rights and Civil Liberties.

Atkins called a press conference to announce his candidacy for election to one of the nine seats in the council.

A graduate of Indiana University, Atkins earned a master's degree at Harvard and will enter his senior year at Harvard Law School this fall.

NAACP Bid Accepted By Collins

Mayor Collins announced today he has received an official invitation to participate in the 58th national convention of the National Association for the Advancement of Colored People.

Collins, who is vacationing in Honolulu, said he will attend the five-day convention, which opens at the Sheraton-Boston Hotel July 10.

More than 5,000 delegates and their families are expected to attend the meeting.

Collins said: "On behalf of the city of Boston, its residents, its business and civic leadership, I wish to express our appreciation to the national office of the NAACP for honoring our city by selecting it as the 1967 convention site."

The mayor said, "I hope all those who attend will visit our many points of historical interest and that they will learn to know and love our new Boston as we do."

The NAACP was founded in 1909 and has half a million members of all races.

Collins will return from his Hawaii vacation Monday.

Court Continues Roxbury Riot Counts Against 37

All 37 persons charged in connection with the Roxbury riots of June 2, 3 and 4 had their cases continued today in Roxbury District Court.

Thirty stood mute, offering no plea, when they were arraigned before Judge Elwood McKinney on charges ranging from disturbing the peace to kidnaping.

All were granted continuances to July 6 and were released in personal recognizance.

The other seven, appearing in another courtroom before Judge Philip Tracy, pleaded innocent to various charges and the cases were continued to several dates in July.

Twelve of those before Judge McKinney were arraigned on kidnap charges. Atty. Gen. Elliot L. Richardson has said he would seek to have these charges reduced because of lack of evidence.

The kidnaping and other felony charges will be the subject of Lower Court hearings and will be presented to a Grand Jury if probable cause is found.

Defense motions on behalf of eight persons charged with rioting and inciting to riot will be argued July 6.

Asst. Dist. Atty. Joseph T. Gaffney requested the continuance to give him time to study the motions and prepare arguments.

Gaffney appeared at the request of Police Comr. Edmund L. McNamara. He said he had been called in to advise Boston police on the defense motions.

Judge McKinney asked Gaffney if he were prepared to go to trial today. Gaffney said he was waiting to see if the attorney general's office were ready.

Asst. Atty. Gen. Willie Davis said his office was not prepared to go ahead. The continuances were then granted.

On July 6 the defense motions will be argued first, followed by probable cause hearings on the felonies. The rest of the cases will then go to trial.

In all, there are more than 90 charges against the 37 defendants.

Several defense motions in connection with the kidnap charges were denied by Judge McKinney, since these cases will be the subject of probable cause hearings anyway.

The kidnap charges stem from police allegations that doors of the welfare office on Blue Hill av., where the riot began, were chained shut to confine social workers.

Richardson has asked that these charges be reduced to false imprisonment, which he described as a misdemeanor instead of a felony.

He said evidence was insufficient to support the kidnap charges since a key element in such a charge, the requirement that the victim be "secretly confined," was missing.

Richardson also dropped charges against Thomas I. Atkins, vice president of the Boston chapter of N.A.A.C.P., on the grounds of insufficient evidence.

Atkins showed up in court as a spectator this morning, but only stayed five minutes.

Police Deny Richardson Pact

Police Comr. Edmund L. McNamara flatly denied today that Boston police approved Atty. Gen. Elliot L. Richardson's decision to quash or reduce certain charges stemming from the Roxbury riot.

Richardson nol prossesed charges against homas I. Atkins, vice president of the Boston N.A.A.C.P. chapter, and asked that kidnap charges aaginst 12 others be reduced.

He said the charges against Atkins "lacked any factual foundation."

On the kidnap charges, Richardson said, "The correctness of the legal interpretation of the attorney general's office was recognized by the Boston police."

He said his office took no action without first having discussed it with police officials.

McNamara said he was "personally disturbed" by statements that police agreed there was insufficient evidence to support the complaints.

He said neither he nor any other police official agreed to approve or endorse Richardson's decision.

McNamara said he had notified Richardson in writing of the department's official position on the matter.

Richardson's office said this afternoon it had not received the notification, and therefore would not comment.

McNamara's statement, issued as a general order in the form of a bulletin to the department, said:

"I have been officially and personally disturbed by recent press releases from the office of the attorney general stating that the decision to nol pros charges against one of the persons arrested in the recent Grove Hall disturbances, and to reduce charges against 12 others, was made with the understanding that officials of the Boston Police Department had agreed that available evidence was insufficient to support these complaints.

"For the record, may I state unequivocally that at no time did I or any other Boston police official agree that this decision by the attorney general not to prosecute would have our approval, concurrence or endorsement in any way.

"As every Boston police officer is understandably concerned, I have this day notified the attorney general in writing of the official position of the Police Department in this matter in order that there can be no further misunderstanding."

Cronin Deserves Support

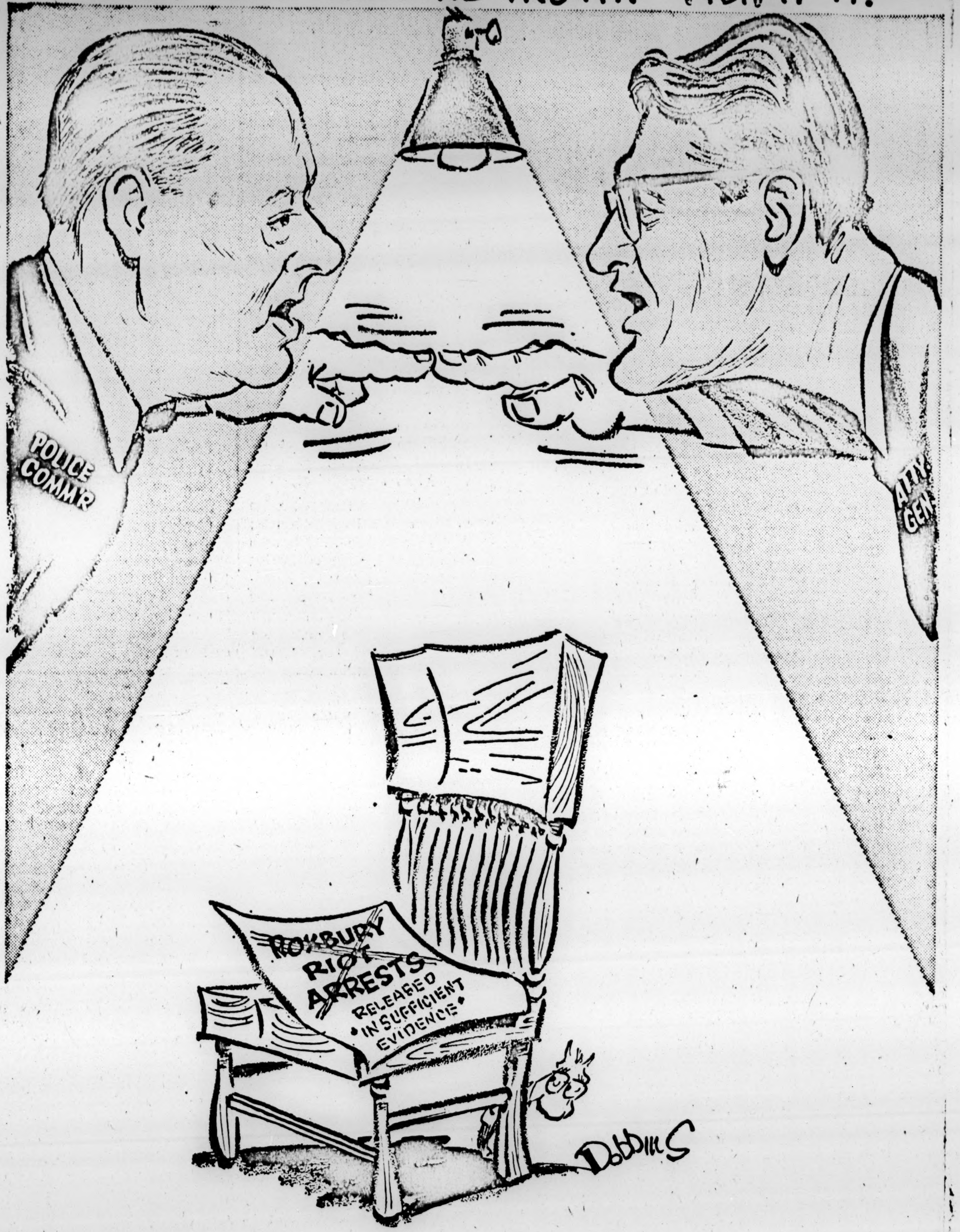
I had some 13 years of experience as a social worker and as a supervisor and for part of that time worked as a social worker for the Boston Welfare Department in Roxbury.

The present director of the Boston Welfare Department, Daniel Cronin, has had a good reputation as a social work administrator and as a gentleman. Indeed it could be a very costly mistake for all the citizens of Boston, and especially the recipients of welfare, white and Negro, if people like Mr. Cronin were removed or demoted.

More people like him are needed. People who are welfare recipients have problems regardless of what city they reside in but I feel very strongly that those who are aided in Boston are better off than recipients in almost every other city in the country.

Mr. Cronin needs and deserves te support of all the citizens of Boston. There will probably always be problems, but under his leadership, I feel those problems will be honestly faced and, if possible, honestly and equitably resolved.

ELLIOT P. MARKS
Chatham


POLICE COMM'R
ATTY GEN
~~ROXBURY RIOT ARRESTS~~
RELEASED
• INSUFFICIENT EVIDENCE •
Dobbins

"SPEAK UP! TELL THE TRUTH! ADMIT IT!"

City Hall Beat

By Earl Marchand

Commends Police

Cardinal Asks City to Find Cause of Roxbury Disorder

Cardinal Cushing called Thursday for an all-out onslaught against "the social causes that have brought a peace-loving and respected portion of our people to acts of disorder and public violence."

In a statement regarding the recent disturbances in the Grove Hall section of Roxbury, he said it is not enough to deplore what has happened or regret the turmoil that has occurred.

"The ghetto continues to be a second-class America to which large numbers of our citizens are so bound as to be almost beyond extrication. This situation is intolerable and must not be allowed to go on," he said.

He expressed concern also over criticism of police methods employed in efforts to quell the disorders.

"I am deeply disturbed by the criticism that has been directed at the presently overburdened officers of the Boston Police Dept.," he said.

"In my own judgment, they perform their arduous duties under hazardous conditions with commendable restraint."

The full text follows:

In the wake of similar incidents in other cities of our country, Boston this week experienced some days and nights of violence in the streets. It has not been a happy time for any of us. Mob action, looting, vandalism, sniping, destruction of property—all of these are symptoms of a society that is sick, one that has generated from within itself poisons that cannot fail to have effects on the whole community. No one, even those whose frustrations have involved them in the incidents, can excuse actions of this kind; they are an assault upon the public order and they look toward social anarchy.

It is not enough, however, to deplore what has happened and to regret the turmoil that has occurred among us. We must set about the task of finding the social causes that have brought a peace-loving and respected portion of our people to acts of disorder and public violence. The Negro in Boston has a record of responsibility; he has been a patient and reasonable citizen who has continued to seek justice and equality through the various agencies of social change. Let us acknowledge that this has been a slow process, as social change is likely to be, and that it has also been a process in which progress has not been universally achieved. Even with good will allowed, we have not moved as swiftly as the events around us.

I do not wish to defend breaches of the public order, especially those of such magnitude as to involve the people of whole neighborhoods in peril of their lives; no society can endure which does not protect its citizens against wanton attack on person and property. But no society can endure in a healthy state, either, if it does not examine itself from time to time on its own responsibilities toward its people, if it does not promise and does not deliver a real opportunity for the good life to all of its citizens. We cannot say that the Negro in America — or the Negro in Boston — has been given this opportunity.

Many times in the past I have raised my voice — as I do once again today — to summon to this cause all the resources of our city and our state. The ghetto continues to be a second-class America to which large numbers of our citizens are so bound as to be almost beyond extrication. This situation is intolerable and it must not be allowed to go on. Slum housing, the exploitation of the poor, outdated public facilities, limited areas of recreation — all these are the ingredients out of which ghettos are born and by which they live. Add to this, segregated education, early school dropouts, and high unemployment, and nothing opens before a community but futility itself, a future without hope. When those who are young, in the midst of a nation of affluence, see no real prospect for themselves they cannot fail to react against a society that has made no place for them.

We pride ourselves on the many advances made in our city during these last years, and we have good reason to be pleased. But cities must prosper from generation to generation and, unless all the young people who will be tomorrow's citizens are part of today's growth, we are building vainly. I urge that those skilled in social analysis scrutinize with care the pattern of our development as a city and that they recommend swift remedy for those ills that lead to frustration and violence. We know that we can build the good society and we must demonstrate that we can do it now.

I am deeply disturbed by the criticism that has been directed at the presently overburdened officers of the Boston Police Department, even by well-intentioned persons in the community, in connection with the regrettable events of a few days ago. As part of their duty, the police in our day are drawn into many complex social problems for which they, as police officers, are not responsible and which they cannot be asked to solve. They are an easy target for those who are aggrieved by the social and economic inequalities of our total society. The police have a difficult, disagreeable and often dangerous job. They are, however, our representatives and they need our full support and assistance in these troublesome times. In my own judgment, they perform their arduous duties under hazardous conditions with commendable restraint.

When we are assessing blame for the current violence, we must look before all else to our individual responsibility for the social conditions which have caused it. We cannot conveniently escape this responsibility by making any public agency serve as the consicence of the community.

Firefighters are also public servants who protect the safety of the population. To involve them as victims in social disorder puts in danger the lives of children, the aged and the invalids who, especially in blighted areas, need their prompt assistance. It is an inexcusable excess that, in its fury, tears down the very kind of public service of which the total community stands in need.

Let us not look for scapegoats in public agencies or institutions to bear the burden of the things we ourselves have left undone. Let us look to our own conscience for a judgment on our social ills, and from this self-scrutiny let us begin a transformation of environment for those whose present lot was become unbearable. When man makes society he can form it in a way that will be worthy of man; when society forms man it is most likely to make him into its own unhappy image. We have the alternatives before us here in Boston now, and it challenges us to do our duty for all our citizens. May God guide us as we go.

HUB, SPRINGFIELD PROTESTS STAGED

Marchers Demand Welfare Hike

By ED MADDEN and TOM DOWNEY

Welfare mothers and their supporters staged marches in Boston and Springfield Friday as part of a nationwide demonstration for increased and liberalized benefits and a voice in future welfare policies.

Some 60 persons, including a few men and a dozen children marched under the sponsorship of the Mothers for Adequate Welfare from the South End to Boston Common and the State House.

Carrying posters in English and Spanish and passing out flyers stating their demands, the Hub contingent marched under cloudy skies from the South End Settlement House on Rutland st., to Columbus ave., through Park sq., along Tremont st. and across the Common to the State House.

The signs and flyers stated, "Welfare Recipients Should Have A Say In The Welfare Office", "We Want A Grievance Committee", "More Money. Including Money for Leisure and Transportation", "Remove Police From Welfare Offices", "Families Should Be Able To Save for the Education of Children", "Clothing Allowances Twice A Year" and "Abolish Residency Requirements".

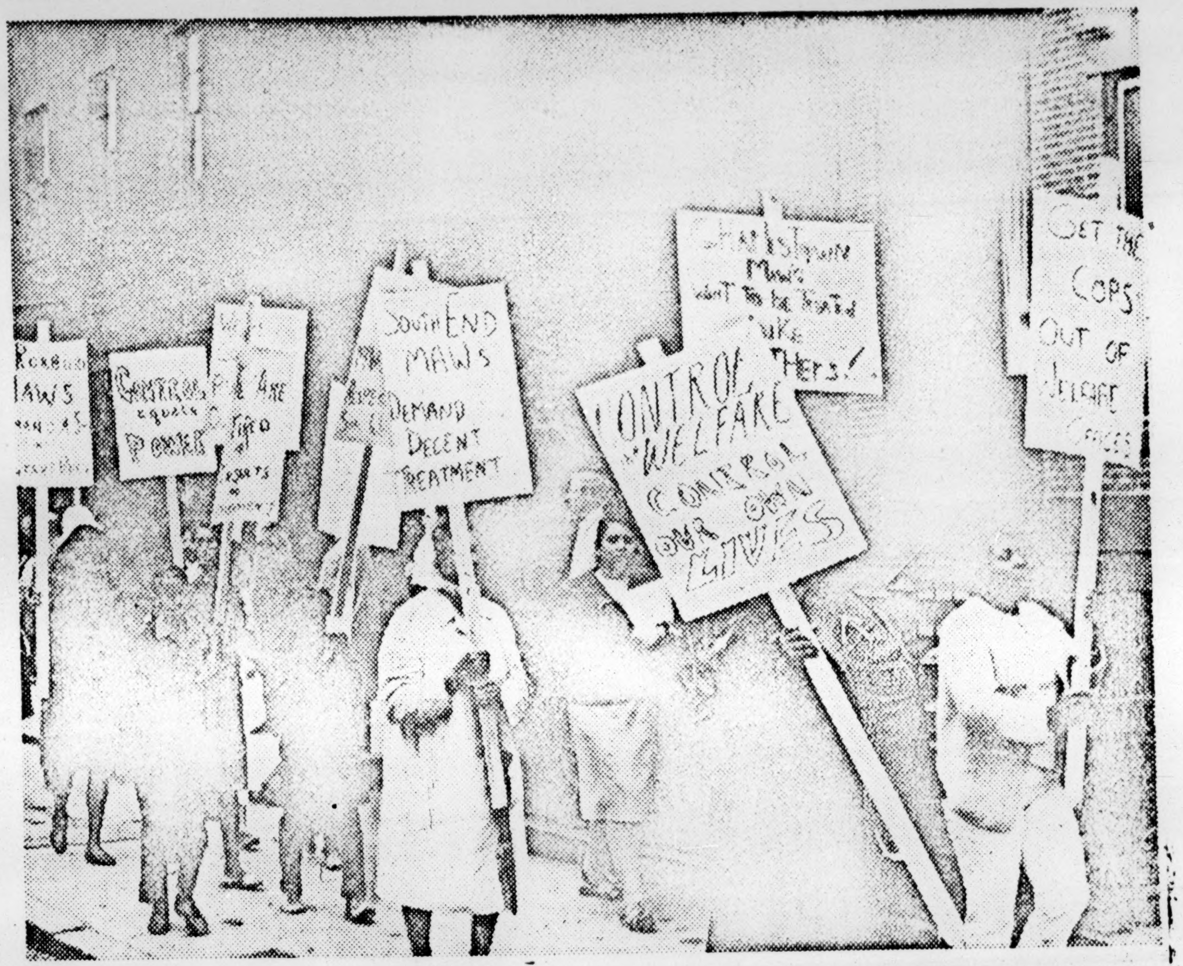
Mrs. Doris Bland of Roxbury, a leader of MAWS,,, led the marchers to the front of the State House where a rally was scheduled to be held.

In Springfield, Mrs. Ruby Henderson, spokeswoman for Mothers For Adequate Welfare, said the group planned to present a list of grievances to welfare officials.

The Springfield demonstrators also carried hand lettered signs. Mrs. Henderson carried a poster which stated "Peace" and she said they were against violence and that the sign referred to the Vietnam war.

In Washington, Dr. George A. Wiley, director of the Poverty Rights Action Center of the National Welfare Rights Movement said, "We will march, picket, protest and do whatever we have to in order to be heard.

"The demonstrations are all planned to be peaceful, but welfare officials had better realize that they will be inviting trouble in virtually every major American city if the just grievances and demands of welfare recipients are not heeded."


Roxbury MAWS
CONTROL equals POWER
South End MAWS Demand Decent Treatment
Charlestown MAWS want to be treated like others!
CONTROL WELFARE CONTROL OUR OWN LIVES
GET THE COPS OUT OF WELFARE OFFICES

Doris Bland, Sweater, Leads Group In Front Of Settlement House At Start Of Welfare March By Boston Mothers

Record American Photo, Stan Forman.

Hub Welfare Hearing Set

Problems of Boston welfare recipients will be aired Thursday at a public hearing at 10 a.m. in Faneuil Hall.

Present will be a special eight-member committee appointed by Mayor Collins following the recent riots in Roxbury.

he mayor has asked the committee to study alleged weaknesses in the city's welfare operation and report to him by July 5 with recommandations.

Four Roxbury residents are members of the investigating group that is headed by Boston Atty. Henry Leen.

Riot Counts Continued For Hub 35

Charges against 35 persons who allegedly were involved in the June 2 Roxbury riot were continued today in Roxbury District Court.

The charges range from kidnaping to disturbing the peace.

Seven defendants appeared before Judge Phillip A. Tracy and 28 others went before Judge Elwood McKenney.

A battery of defense lawyers submitted a flood of motions, most of them seeking dismissal of the charges.

The motions were either denied or scheduled for argument on July 6, when the first trials are slated to begin.

Mayor's Fact-Finding Committee Holds Session In Faneuil Hall

'Prostitution' Charge Causes Uproar At Welfare Hearing

By BILL McGRATH and
TOM SEWELL

A welfare hearing today in Faneuil Hall was marred by an uproar when a woman accused some welfare recipients of prostitution.

The outburst came during a session of Mayor Collin's special fact-finding .committee that is looking into welfare practices.

A blonde woman, who took the microphone but refused to identify herself, said:

Some of them, but not all the mothers that have telephones, are using the phones for nothing but prostitution and they keep bringing illegitimate children into the world."

Shouts rang out from the some 60 women present, many of them members of Mothers for Adequate Welfare, the group which demonstrated June 2 in the Grove Hall welfare office and sparked the Roxbury riot.

**WOMAN FORCED
TO LEAVE STAGE**

The woman was forced to leave the stage when she refused to identify herself.

Another woman, a Miss or Mrs. Nickerson, declared: "All of you are yapping about illegitimacy. You have a Legislature up there that . . . does nothin about a birth control pill. That isn't just for married people, you know. Single people fall in love."

The uproar was further increased when another speaker, Charles Seidel of Dorchester, who said he was a welfare social worker from 1961 to 1963, comented on "illegitimacy."

"One woman said it doesn't make any difference whether she is a Miss or a Mrs." he said. "I say it does, to a healthy society. These problems do not occur with respectable people. When you have such a segment in population you end up with only litters of children and not a family."

At the start of the hearing, Boston Welfare Director Daniel I. Cronin said he has "no rancor toward the Mothers for Adequate Welfare" as a result of their Roxbury protest.

Cronin, in calling for a national system to provide aid to families with dependent children, also said he has indicated to the mothers' representatives "that their co-operation is welcome in three areas that are currently before us."

The mothers' group criticized handling of welfare clients and made demands for improvements in the welfare operation following their demonstration at the Grove Hall welfare office.

Cronin today listed three areas in which co-operation is sought: Development of neighborhood sub-offices, study of a food stamp bonus program and participation by the mothers' representatives on a committee which has been working in an effort to improve home furnishings.

Cronin also said an effort is being made to comply with demands by the mothers for membership on a grievance committee.

He said the department has developed a preliminary plan under which a grievance procedure may be heard by representatives of the mothers.

Cronin said the plan is in its formative stages.

He said that as of July 1, a new system of eligibility investigation will be adopted by the state.

Cronin said this would "substantially change the approach of welfare departments toward clients, and re-emphasizes the basic human dignity and the basic rights of the client."

Cronin centered his remarks around Aid to Families with Dependent Children.

He said, "In regard to the AFDC families, those of us who administer the program would prefer a national system which guarantees the low income family a decent income level, with considerable fewer eligible

ment of assistance which will assure supplementation of in low income areas.

Committee Chairman Henry M. Leen said his group would report to Collins by July 5. Leen said the purpose of today's hearing was to provide an opportunity for anyone wishing to be heard to express an opinion.

At one point a Charlestown mother said that clothing allowances are inadequate, and that anyone who lives alone should have a telephone.

To this Cronin said, "To my mind everyone should have a telephone allowance, but it is not permissible under the present setup."

Cronin said he believes there should be a leisure time allowand investigatory steps involved in such a process."

He said the system would provide for "a national children's allowance or a guaranteed income method which would supersede the present public assistance approach."

He also called for state aide to families with low incomes.

Cronin said, "One of our greatest problems yet unsolved, is to provide supplementation to large families when the fathers' wages are below minimum welfare budget levels."

He said AFDC funds can't be used in this connection.

Cronin said, "It is most essential that action be taken in this state to provide state funding for general relief and the establish-

ance under the ADFC, but that is not possible either.

Cronin was questioned by members of the committee as well as by individuals from the floor and members of MAW.

Kenneth L. Guscott, a committee member and president of the Boston Branch, NAACP, asked Cronin about trust funds available to his department.

Cronin said there is about $1 million in trust funds and income from them is in the area of $60,000 a year. He said that at present, $10,000 is earmarked for non-public agencies to provide camp trips for children.

He said about $50,000 had been used to supplement wages of low income families referred to his department by social agencies.

He said in the past the money was used mostly for educational needs.

Welfare Mothers Offer Rights Manual

By JEAN DIETZ
Staff Reporter

Mothers for Adequate Welfare have beat the Boston Welfare Department in publication of a clear, readable booklet on the rights of clients.

Now the MAWs, who have incurred expenses of $1000 on a limited edition of the booklet, would like the Welfare Department to provide funds for printing costs.

The welfare rights manual is the first document, available even to social workers, to explain what the Boston Welfare Department can and cannot do for its clients.

The MAW booklet tells how to get financial help, what medical services are available in Boston, how to help children aim toward college, how budgets are planned, and how to check-up on slick salesmen.

The pitch of the MAW publication is that welfare recipients are human beings "who usually get a raw deal from the system."

In working with mothers on Aid to Families with Dependent Children, the organization found the reasons for their plight were fear, lack of knowledge of rights, and the workings of the welfare system.

Among the facts about welfare most people don't know are these:

—You have a right to apply for AFDC whether you work or not and whether or not you are married, if you have one or more children under 18, or a child under 21 who is in school.

To qualify for the program, the child must be living with you, and you must be unable to support the child or pay for his medical expenses because you don't have a husband living with you, the child's father is unemployed or the father is physically or mentally ill.

You and your children must have lived in Massachusetts for a year or more, and have no more than $300 in cash.

—You don't have to bring court action against the father of your children in order to apply for AFDC. You can make arrangements at the Boston Central Welfare Office if he is willing to contribute to your child's support.

—If you need help right away, the Boston Welfare Department's policy has been to give a food order the same day. They must let you know whether you are on AFDC 30 days after you apply for aid.

—A full AFDC budget is supposed to include money for food, clothing, fuel and utilities, rent, and life insurance, whether or not the father is paying a share of support.

—Mothers are entitled to an extra dietary allowance of $28 when pregnant, and a $27.35 layette when a child is born.

—Budgets are supposed to be increased on a child's 7th and 13th birthdays.

"What do you do about sheets, blankets, towels, laundry costs, and furniture?" asks the pamphlet, posing another question every woman wants to know.

"You have a right to these things, but most people cannot pay for them out of their basic budgets," says the guide.

"It is the Welfare Department's responsibility to give you extra money to cover these things, but you have to ask for them."

The booklet points ot discrepancies in provision of such funds.

"Very often a worker will say to you that you must have five children in order to have a washing machine, while another will allow a recipient with one child to buy a washing machine."

The booklet says there are no rules telling clients they must buy second-hand furniture, and that some workers get their clients new furniture because they feel, in the long run, new equipment will wear better and is cheaper.

Richardson Drops Roxbury Charges

All charges against civil rights leader Thomas I. Atkins connected with the Roxbury riot have been ordered dropped for "insufficient evidence," it was revealed today.

Atty. Gen. Elliot Richardson ordered the charges of assault and battery on a police officer, injury to personal property, obstructing travelers and disturbing the peace to be nol prossed.

Atkins had been scheduled to face the charges tomorrow in Dorchester District Court.

Richardson also ordered that felony charges of kidnaping against 33 other persons arrested during the June 2-3 disturbance be dropped, and reduced to misdemeanors of breach of the peace and false imprisonment.

These people were accused of trapping welfare worker in the Grove Hall welfare office on the Friday night the riot broke out.

The action apparently was decided upon yesterday when Richardson met with his advisory Committee on Civil Rights and Civil Liberties.

Atkins was arrested June 2, shortly after he and other Negro leaders had emerged from a meeting with Police Commr. Edmund L. McNamara and top police officials.

Welfare Mothers Press 3 'Important' Demands

By F. B. TAYLOR JR.
Staff Reporter

Mothers for Adequate Welfare announced Thursday that Boston Welfare Comr. Daniel I. Cronin has agreed to act on seven of its "minor demands" but not on three described as "most important."

The welfare mothers (MAW) said they would maintain pressure in the form of "sit-ins, demonstrations and rallies" until all their demands were met. However, they refused to reveal specific plans.

The sit-in by 50 MAW members at the Grove Hall welfare office last Friday touched off wide-spread rioting in Roxbury.

"It is time Cronin stopped saying how liberal his department is and started changing some of the worst features," they declared in a statement read by Mrs. Lillie Landrum at a meeting in the Blue Hill Christian Center, 288 Blue Hill av., Roxbury.

Prof. Richard A. Cloward of Columbia University's School of Social Work and George A. Wiley, head of the Poverty Rights Action Center in Washington, D.C., attended the press conference and expressed their support for MAW in its fight with the city.

The mothers said Cronin assured them he would:

1. "Guarantee that no checks will be cut off pending investigation, and that all clients will be informed of any evidence which affects their cases and of its source."
2. "Guarantee that all case workers may be available to their clients every morning."
3. Inform all recipients of their right to "belong to any organizations" and to "dignified and respectful treatment."

They said he "endorsed the principle" of accelerating state appeal procedures and promised he would press for state legislation on other issues: first, placing recipients on state and local policy-making committees and second, allowing the welfare department to match any amounts saved by mothers for their children's education and allowing workers to keep $144.50 a month in earnings from a job before deducting anything from welfare checks.

Mrs. Doris Bland, who founded MAW a year ago, said the 500-member organization would stage a demonstration here on June 30, which the "welfare rights movement" has scheduled as a day of protest throughout the country.

Mrs. Landrum said MAW intends to press for Cronin's replacement, which was denied by Mayor Collins earlier in the week. She added that the mothers have not forgotten their 48-hour ultimatum to the city that expired Wednesday.

MAW disclosed it had "failed to reach any understanding with Cronin on:

1—The removal of all police officers, including plainclothesmen, from welfare offices.

2—Directing welfare workers to observe clients' rights "to dignified treatment and respect."

3—The establishment of a welfare grievance committee with recipients in the majority.

"There is nothing in state or Federal law prohibiting local welfare administrators from setting up a grievance procedure," Prof. Cloward asserted.

"This is a form of buck-passing constantly used by local officials."

Cronin has told MAW that state legislation is required for Boston to grant this request.

Boston now lets persons on welfare retain $65 a month from a job.

The MAW spokesmen accused Mayor Collins of not bargaining in good faith.

"The mayor has insinuated to the press that we have broken appointments with him at his office, but we have always made it clear that we did not intend to meet with him at City Hall," they said.

The Boston Globe
18 Thursday, June 29, 1967

Making Welfare Work---I

The pulling and hauling which is going on in the Legislature over S. 804, the welfare reorganization bill, seems to have less and less to do with improving welfare administration and more and more to do with protecting the jobs of welfare workers. It is not a change for the better.

The need out of which the bill originally grew was the increasing inadequacy of the welfare assistance granted to the state's more than 200,000 impoverished citizens. The reformers were trying to help needy people. It is time—and past—for us to recall that priority.

S. 804, which is sponsored by Sen. Beryl W. Cohen (D-Brookline) and a bipartisan group of 21 other legislators, would have the state take over the entire cost of public welfare and also its local administration. This would mean the eventual replacement of 270 local and district welfare agencies by a much smaller number (probably 50) state directed regional centers. But the bill is no power grab for the state.

In the first place it specifically protects the jobs of all present welfare workers. More to the point, in recommending a shift to state control it is following the line taken by practically every professional group that has looked into the matter.

The 1965 study of the Massachusetts welfare system by the Massachusetts Committee on Children and Youth and the United Community Services of Metropolitan Boston made this its central point.

"Striking paradoxes," the study said, "are found in Massachusetts. It is a generous state. It is also a penurious and a withholding one. It is a place where some needy people are treated with great kindness and understanding, and where others are treated with unconcern and coldness. It depends on where a needy person lives, whether he is old or young, whether he is considered 'worthy,' whether or not he fits into a particular description or a 'favored' category. It depends greatly on the views and the temperament of the government officials and citizen leaders in the town or city where he lives."

State administration will not, of course, eliminate all inequities. But it will provide controls where they are most needed, facilitate the introduction of new standards and generally upgrade the efficiency of the welfare system. The study group strongly recommended the changeover, and literally scores of Bay State social and civic organizations have added their endorsements.

Under the circumstances it is picayune for legislators to go on talking about the autonomy of local boards. Too much else is at stake.

Mothers Trek to State House

Mothers for Adequate Welfare marched to the State House today in protest against welfare practices.

The march, in conjunction with similar demonstrations across the country, hoped to focus attention on what recipients insist are shortcomings in the welfare program, including inadequate payments.

Dozens of mothers joined the demonstration, which started at Rutland st., Roxbury, and made its way to the Boston Common, then faced the State House.

Today's march was sponsored by the National Welfare Rights Movement, which reportedly has 25,000 members. Protests against welfare policies occurred in 37 states.

The march followed a stormy public hearing on Boston's welfare system Thursday night—an outgrowth of the M.A.W. sit-in at the Grove Hall, Roxbury, welfare office on June 5 and the riot which ensued.

Several mothers protested vehemently when suggestions were made citing illegitimacy as a key factor in the Boston welfare problem.

The repeated outbursts obscured demands made by M.A.W. before the seven men and one woman committee named by Mayor Collins to probe welfare practices.

Among the demands by M.A.W.:

—Majority representation of recipients on a grievance committee and policy-making board.

—Increased allowances "so you and your children can live decently."

—Unlimited matching grants by the Welfare Department for amounts saved by parents for their children's education.

Welfare Comr. Daniel I. Cronin, while lauding the "very valid efforts" of the mothers to focus national attention on demands for increased benefits, also stated the city's welfare budget is $76 million this year. And recipients number twice the caseload of six years ago.

Mothers March in Springfield

SPRINGFIELD — Seeking better communications with the City Welfare Board, some 20 representatives of Mothers for Adequate Welfare paraded before the welfare office on State st., Winchester sq., this morning.

Signs also requested that the board supply Spanish speaking case workers for Puerto Rican welfare recipients and the appointment of a welfare client to the Welfare Board.

The group, which included two children, 9 and 3 years old, marched quietly as a light rain fell. Observing the march from across the street were City Intergroup Relations Specialist Chester Gibbs, Rev. Emerson Smith, executive director of the Council of Churches, and others.

At the conclusion of the 90-minute march, Mrs. Ruby Henderson and two other members of M.A.W. delivered a petition requesting a meeting to the Welfare Board.

The Board said it would consider the request at its next meeting in September.

Story of Riot Start Mailed to Clergy

A 900-word account of the opening hours of the Roxbury riot has been mailed to members of the Masachusetts Council of Churches, Episcopal Bishop Rev. Anson Phelps Stokes said Thursday.

The report was prepared by the Council's commission on church and race, a 40-member lay and church group concerned with human relations.

Bishop Stokes said the four-page report was compiled from eyewitness accounts of commission members. He had charged Monday that Boston police bear a major responsibility for escalating the Roxbury turmoil.

The report, Bishop Stokes said, would provide background information about this charge for clergy of the major Protestant denominations.

The Council report claimed:

That "A man . . . came up to a policeman, who was beating a woman lying on the ground, to protest this brutal treatment. Two policemen went after the man with nightsticks."

That a man at Police Division Nine "was so severly

That "at Grove Hall women and children were beaten."

That a policeman chasing a teenage boy down Blue Hill av. paused for a few seconds to strike an old man sitting on a doorstep.

Hub Mothers Win Six of Ten Points

Continued from Page 4

our demands as seriously as we mean them. Such action, which we cannot specify now, might include sit-ins, demonstrations, rallies, or other forms of pressure."

The statement rapped Collins for refusing to meet with MAW any place but in his City Hall office.

"It is difficult to believe that he is being honest with us, when we know that he has traveled to other parts of Boston previously, and that we were not able to contact him this morning because he was at Expo 67 in Canada.

"If he can go to Canada, he can come to Roxbury," MAW maintained.

MAW chairman Mrs. Lana Terry, questioned about the wisdom of new demonstrations, after the riot ignited by the last one, replied: "That's the only way we're going to get action. We haven't got any soapbox, so we've got to demonstrate."

Mrs. Landrum, a mother of six who said she was knocked off the welfare lists without reason April 15, said there will be other demands on the city.

Cloward called MAW a "vigorous group helping to lead a new movement against a brutal thing—publicc welfare."

Wiley rapped Collins for not coming to Roxbury, saying that was the only way he could understand the problems of welfare recipients.

During the press conference, MAW said it had received support from Rev. Roy Richardson of the Tremont st. Methodist Church, the South End Neighborhood Action Program, Operation Exodus, the Hilltop Center, and the Multi-Service Center.

Cardinal Supports Police For Efforts During Riot

Continued from Page 4

of this kind; they are an assault on the public order and they look toward social anarchy.

"The Negro in Boston has a record of responsibility; he has been a patient and reasonable citizen who has continued to seek justice and equality through the various agencies of social change.

"Let us acknowledge that this has been a slow process, and that progress has not been universally achieved. Even with good will allowed, we have not moved as swiftly as the events around us.

'2D CLASS AMERICA'

"I do not wish to defend breaches of the public order: no society can endure which does not protect its citizens against wanton attack on person and property.

"But no society can endure in a healthy state, either, if it does not examine itself from time to time on its own responsibilities toward its people, if it does not promise and does not deliver a real opportunity for the good life to all of its citizens.

"We cannot say that the Negro in America — or the Negro in Boston — has been given this opportunity."

"The ghetto continues to be a second-class America to which large numbers of our citizens are so bound as to be almost beyond extrication. This situation is intolerable and it must not be allowed to go on.

'FUTURE WITHOUT HOPE'

"Slum housing, the exploitation of the poor, out-dated public facilities, limited areas of recreation—all these are the ingredients out of which ghettos are born and by which they live. Add to this, segregated education, early school dropouts, and high unemployment, and nothing opens before a community but futility itself, a future without hope."

The Cardinal called on those skilled in social analysis to "scrutinize with care the pattern of our development as a city and recommend swift remedy for those ills that lead to frustration and violence.

"We know that we can build the good society and we must demonstrate that we can do it now.

RICHARDSON, McNAMARA NAMED

Top Cops Cited in Riot Suit

In a surprising development, two top law enforcement officers—the State's attorney general and the Boston Police commissioner—were named as defendants Tuesday in a civil action brought by Negro leaders in another attempt to bar prosecution of those arrested during the Roxbury riots.

Atty. Gen. Elliot L. Richardson and Comr. Edmund L. McNamara were among four named in an amended suit brough in Federal Court by 35 individuals and organizations.

The group seeks "declaratory and injunctive relief from enforcement of vague statutes and common law doctrines of the Commonwealth and also to enjoin a series of groundless criminal prosecutions brought without hopes of success."

In their petition they again ask a three judge court be convened to rule on the validity of the statutes and also on injunction to prohibit prosecution of 14 persons arrested.

A similar petition was dismissed last week by Federal Court Judge Anthony Julian.

In the petition it also states "the pending and threatened prosecutions are designed to provide administrative and judicial approval and endorsement for the conduct of the police which contained much unlawful abuse and force."

Among the plaintiffs were Kenneth Guscott and Thomas Atkins, president and vice president of the Boston NAACP chapter, the Afro-American Committee Against the War in Vietnam, CORE, Exodus Inc., the NAACP and Student Non Violent Committee.

The other defendants were Police Sgt. Michael J. Kovalski and a John Wechesser.

The move came on the heels of a heated denial issued by McNamara that his department had agreed to nol pros riot charges against Atkins and reduce kidnaping charges against 12 others as Richardson has claimed.

McNamara sent a letter to Richardson stating his denial but said he would not release the contents of it.

Earlier cases of 35 persons, arrested during the rioting, were continued—most of them until July 6, at which time probable-cause hearings will be held.

If cause is found in those 12 cases charging kidnaping, they will be referred to a grand jury.

This followed a confusing morning in Roxbury District Court, where the group had their cases continued—for one reason or another—until that date.

Prior to court being convened, Richardson said he would move to have the cases of the alleged kidnapers continued so he could go before a grand jury and seek a lesser indictment on a charge of false imprisonment.

Later, Asst. Atty. Gen. Willie Davis said this announcement from Richardson was "premature" and had been recalled.

Two sessions were held in the crowded courthouse before Judges Philip Tracey and Elwood McKinney. Many of the cases were continued because motions were filed for bills of particular while others were put off to give accused time to engage counsel.

RECORD AMERICAN, BOSTON, FRIDAY, JUNE 9, 1967

DEMONSTRATE JUNE 30 FOR OTHER FOUR

Mothers Win 6 of 10 Points

The group whose sit-in ignited the Roxbury riot was granted six of the ten demands yesterday which it made on city officials—and threatened new demonstrations to get the rest.

The Mothers for Adequate Welfare in a press conference at the Blue Hill Christian Center in Roxbury, laced both Mayor Collins and Welfare Comr. Daniel J. Cronin who, they said, did not appear to be bargaining in good faith.

They were supported, during the conference, by Richard A. Cloward, a professor at the Columbia School of Social Work in New York, and George Wiley, of the Poverty Rights Action Center in Washington, a privately-financed organization.

NO CUTOFFS

Wiley said welfare recipients in 20 cities throughout the country will demonstrate June 30 under the banner of "more money now."

Boston, he said will be one of the 20.

The demands which MAW said were granted were that no checks would be cut off pending an investigation; case workers would be available to clients every morning; a statement that welfare recipients were entitled to respect and dignified treatment; a speeding up of the appeal process; giving welfare clients representation on policy-making boards, and a push for state and federal implementation of programs allowing mothers to earn more money without having their benefits cut, and allowing children of welfare recipients to save for their education.

The demands which are rejected called for the ouster of Cronin; the removal of police from welfare offices; the establishment of a welfare grievance committee composed of equal numbers of recipients and social workers; and a directive to welfare workers ordering them to treat clients with respect and dignity.

SIT-INS, RALLIES

Mrs. Lillie Landrum, spokesman for MAW, read a prepared statement to reporters in which she said:

"We will continue to communicate with city officials, but we feel it is also necessary to take further action, since neither the Mayor nor his representatives seem now to consider

Continued on Page 34, Col. 5

MAW Board Members Doris Bland, Chairman Lana Terry, Lillie Landrum and Kathy Moore Hold Press Conference, Say They Still Are Unsatisfied

Record American Poto, Dennis Brearley

AFTERMATH OF HUB RIOT

Cardinal Backs Police

Deploring the rioting in the Roxbury Negro section as inexcusable, Cardinal Cushing yesterday strongly defended the Boston police who have been criticized for the manner in which they subdued the violence which erupted over last weekend.

The Cardinal also lauded Boston firefighters as protectors of life and property but he sternly pointed out that the Hub Negro has not been given the opportunity to achieve the "good life" in America.

The Prelate warned "We must set about the task of finding the social causes that have brought a peace-loving and respected portion of our people to acts of disorder and public violence."

The Cardinal, in a statement issued on the violence in Roxbury, declared: "I am deeply disturbed by the criticism that has been directed at the presently over-burdened officers of the Boston Police Dept., even by well-intentioned persons in the community.

'DANGEROUS JOB'

"The police in our day are drawn into many complex social problems for which they are not responsible and which they cannot be asked to solve. They are an easy target for those who are aggrieved by the social and economic inequalities. The police have a difficult, disagreeable and often dangerous job.

"They are, however, our representatives and they need our full support and assistance in these troublesome times. In my own judgment, they perform their arduous duties under harzardous conditions with commendable restraint.

"When we are assessing blame for the current violence, we must look before all else to our individual responsibility for the social conditions which have caused it. We cannot conveniently escape this responsibility by making a public agency serve as the conscience of the community."

'INEXCUSABLE EXCESS'

The Cardinal also emphasized "firefighters are also public servants who protect the safety of the population. To involve them as victims in social disorder puts in danger the lives of children, the aged and the invalids who, especially in blighted areas, need their prompt assistance. It is an inexcusable excess that, in its fury, tears down the very kind of public service of which the total community stands in need.

"Let us not look for scapegoats in public agencies or institutions to bear the burden of the things we ourselves have left undone. Let us look to our own conscience for a judgment on our social ills, and from this self-scrutiny let us begin a transformation of environment for those whose present lot has become unbearable."

'NOT MOVED SWIFTLY'

"Mob action, looting, vandalism, sniping, destruction of property — all of these are symptoms of a society that is sick. No one, can excuse actions

Turn to Page 34, Col. 1

Welfare Mothers Offer Rights Manual

By **JEAN DIETZ**
Staff Reporter

Mothers for Adequate Welfare have beat the Boston Welfare Department in publication of a clear, readable booklet on the rights of clients.

Now the MAWs, who have incurred expenses of $1000 on a limited edition of the booklet, would like the Welfare Department to provide funds for printing costs.

The welfare rights manual is the first document, available even to social workers, to explain what the Boston Welfare Department can and cannot do for its clients.

The MAW booklet tells how to get financial help, what medical services are available in Boston, how to help children aim toward college, how budgets are planned, and how to check-up on slick salesmen.

The pitch of the MAW publication is that welfare recipients are human beings "who usually get a raw deal from the system."

In working with mothers on Aid to Families with Dependent Children, the organization found the reasons for their plight were fear, lack of knowledge of rights, and the workings of the welfare system.

Among the facts about welfare most people don't know are these:

—You have a right to apply for AFDC whether you work or not and whether or not you are married, if you have one or more children under 18, or a child under 21 who is in school.

To qualify for the program, the child must be living with you, and you must be unable to support the child or pay for his medical expenses because you don't have a husband living with you, the child's father is unemployed or the father is physically or mentally ill.

You and your children must have lived in Massachusetts for a year or more, and have no more than $300 in cash.

—You don't have to bring court action against the father of your children in order to apply for AFDC. You can make arrangements at the Boston Central Welfare Office, if he is willing to contribute to your child's support.

—If you need help right away, the Boston Welfare Department's policy has been to give a food order the same day. They must let you know whether you are on AFDC 30 days after you apply for aid.

—A full AFDC budget is supposed to include money for food, clothing, fuel and utilities, rent, and life insurance, whether or not the father is paying a share of support.

—Mothers are entitled to an extra dietary allowance of $28 when pregnant, and a $27.35 layette when a child is born.

—Budgets are supposed to be increased on a child's 7th and 13th birthdays.

"What do you do about sheets, blankets, towels, laundry costs, and furniture?" asks the pamphlet, posing another question every woman wants to know.

"You have a right to these things, but most people cannot pay for them out of their basic budgets," says the guide.

"It is the Welfare Department's responsibility to give you extra money to cover these things, but you have to ask for them."

The booklet points ot discrepancies in provision of such funds.

"Very often a worker will say to you that you must have five children in order to have a washing machine, while another will allow a recipient with one child to buy a washing machine."

The booklet says there are no rules telling clients they must buy second-hand furniture, and that some workers get their clients new furniture because they feel, in the long run, new equipment will wear better and is cheaper.

3 RECORD AMERICAN, BOSTON, THURS., JUNE 22, 1967.

Clear Negro Leader In Boston Rioting

By FRANK REILLY and JOE GIULIOTTI

In an unprecedented move, Atty. Gen. Elliot L. Richardson Wednesday ordered charges arising from the Roxbury riots against Negro leader Thomas Atkins nol prossed and kidnaping charges against 10 others reduced or they also would be nol prossed. The surprise announcement followed two meetings between the attorney general and his Committee on Civil Rights and Civil Liberties.

Atkins was arrested on the first night of rioting and was awaiting trial on charges of assulting a policeman, loitering and breach of the peace.

The kidnaping charges were brought against members of Mothers for Adequate Welware as the result of their locking welfare workers in the Grove Hall building—the incident which lit the fuse for three nights of bloody rioting and looting.

MEETINGS HELD

Peter Stoller, acting as spokesman for Richardson, made the announcement. He said "Atkins is a leader of the community and is connected with the NAACP and the attorney general finds we can't establish a case against him. The facts don't support the charges."

He further stated the Roxbury court had been ordered to reduce the kidnaping charges to unlawful imprisonment, a misdemanor.

Stoller said if the court refused to do this the charges would be nol prossed.

Stoller confirmed two "private" meetings had been held on June 13 and June 29 with the members of the committee.

BOARD MEMBERS

The members of the committee are Kenneth Guscott, president of the Local Chapter of the NAACP, Mrs. Ruth Batson, Atty. Richard Banks, Edward Barshak, Rev. Robert F. Drinan, S.J., of Boston College, Mrs. Albert Feingold.

Also Harvard Law School Dean Irwin Griswold, Atty. William Homans, David Ives, Atty. Gerald A. Berlin, of the Civil Liberties Union of Massachusetts, Paul Parks of the NAACP and Atty. Jim Bishop, a member of Gov. Volpe's staff in charge of racial relations.

State Drops Roxbury Riot, Kidnap Charges

STORY ON PAGE THREE

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SUNDAY HERALD TRAVELER, JULY 9, 1967

Aftermath of a Riot: The Search for the Answers

What's Wrong with Our Welfare System?

y TOM HENSHAW

few days ago, at a aring in Faneuil Hall the workings of the n-tossed Boston Wel- e Department, a ly, grayhaired lady, long-time worker in welfare vineyard, sat edulous in the second

witness after witness took stand to denounce the system itself, tears welled her eyes and the stricken ession on her face seemed ay:

After all we've done for poor people, how can they is to us? Why? Why?"

A QUESTION most of Boston has been asking in the wake of the Roxbury riots that erupted five weeks ago around the Grove Hall welfare office on Blue Hill Avenue.

Ever since that weekend of violence people also have been asking: What's wrong with the Boston (and Massachusetts) welfare system? And what, if anything, is right with it?

The answer is complex.

Part of it may be supplied by Mrs. Doris Bland, president of Mothers for Adequate Welfare which was in the thick of the rioting, when she quotes a welfare worker at the Grove Hall office as telling a woman client:

"Take your illegitimate children and get out of here!"

Another part of the answer may come from Mrs. Dorothy Koerner of the South End Neighborhood Action Program when she explains why she quit as a city welfare worker more than a year ago.

"It is an atmosphere where they treat people like dirt. Ard you become identified with it. If you are a sensitive person you can't take it."

Is the trouble inherent in the system? Are the simple and traditional methods of dispensing welfare being overwhelmed by the complexities of the times? The late President Kennedy suggested as much back in 1962 when he said:

"Merely responding with a relief check to complicated social or personal problems — such as ill health, faulty education, domestic discord, racial discrimination, or inadequate skills — is not likely to provide a lasting solution.

"Such a check must be supplemented . . . by positive services and solutions, offering the total resources of the community to meet the total needs of the family to help our less fortunate citizens help themselves."

SOME SUSPECT the impetus comes from outside. Is it, as these people say, part of a nationwide plot to discredit current welfare practices and bring about a federally guaranteed minimum income?

Richard A. Cloward, professor of social work at Columbia outlined such a plan in the May 2, 1966, issue of The Nation magazine:

Some of the demonstrators outside the locked doors of the Grove Hall welfare office just before the rioting began.

"The strategy is based on the fact that a vast discrepancy exists between the benefits to which people are entitled under public welfare programs and the sums which they actually receive.

"This discrepancy . . . if challenged, would precipitate a profound financial and political crises. The force of the challenge, and the strategy we propose, is a massive drive to recruit the poor onto the welfare roles.

"(Such a drive would) impel action on a new federal program to distribute income, eliminating the present public welfare system and alleviating the abject poverty which it perpetuates."

WELFARE IS AN IMPORTANT item in Massachusetts.

A study in 1965 disclosed that one out of every 25 persons in the Bay State was receiving some kind of public assistance. That's 215,000 people.

During the fiscal year ending June 30, 1966, a total of $222.3 million was spent on welfare in Massachusetts and it took 3,159 fulltime and 38 parttime employes to dispense it.

The Boston Welfare Department handled nearly 48,000 cases in 1964 (the last year for which an annual report is available) and spent more than $57 million, including payroll and administrative expenses.

What's wrong with welfare, which costs Massachusetts so much time and money?

For one thing, it's too fragmented; there are too many cooks stirring the stew.

While 45 cents out of every welfare dollar comes from the federal government, 33 cents from the state, and only 21 cents from local government sources, the programs are administered on the local level by no less than 270 city, town and district offices.

"Some needy people are treated with kindness and understanding," concluded the National Study Service, which made the 1965 survey, "while others are handled with coldness and unconcern.

"The treatment depends on where the needy person lives . . . In some towns and cities, there is a lack of interest on the part of the local welfare department in helping people."

FOR ANOTHER THING it's doubtful whether many case workers have the skills needed to administer modern programs.

It was only two years ago that a college degree was made mandatory for newly hired welfare caseworkers. And that's not necessarily a degree in social work.

"A good case worker," says Dean Charles Schottland of the Brandeis School of Social Work, "needs to know insurance, property economics, how to figure a family budget, and how to keep a family together."

The Boston Welfare Department is making some strides toward furthering the education of its social workers.

"We have such a turnover," says Community Relations Supervisor Willie Sheriff, "that the great majority now have college degrees.

"Next September, for the first time, we will be able to give five of them leaves of absence with pay to go to graduate school. The next year there will be at least 10."

ONE OF THE MOST FREQUENT charges levelled against welfare departments is indifference toward clients.

A 64-year-old widow, known as Mrs. D., lived in a city not far from Boston. She worked as a baby-sitter for $15 a week. A woman a worked for a volunteer agency reported:

"Mrs. D had sought for eight months to receive assistance from the welfare department. Each time Mrs. D went to the welfare office she was told, 'Sorry, we cannot help you.'

"Mrs. D's rent is $12 a week. The welfare department truly expected Mrs. D to find food, gas, electricity and kerosene for use in her space heater on $3 a week left.

"After three phone calls to the welfare worker whose habit it is to judge personality and not need, I made an appointment with the supervisor of general relief and Mrs. D's worker.

"The excuse that welfare gave me was that no aid would be given Mrs. D because she had a niece living with her. The niece was an unemployed, expectant mother who had applied for assistance herself.

"I was advised that if the niece would move then we might discuss aid.

"**AFTER FOUR WEEKS** of dickering with the welfare and the head of General Relief, it was agreed that a $10 food order would be given Mrs. D. But no mention was made of medical, dental, or fuel, or gas or electricity.

"As a last resort I telephoned to a member of the executive board of the state welfare and informed her of the situation.

"An order was given that Mrs. D and her niece must be placed on emergency relief immediately."

One of the unfortunate aspects of welfare is that it is tied closely in many people's minds to morality.

Since, under Aid to Families with Dependent Children, welfare is paid to needy families with Children, and many of the families are fatherless, and some of the children are illegimate, the AFDC program is a favorite target of moralists.

TWO YEARS AGO, when a bill to reform the Massachusetts welfare system reached the state house, Rep. Charles L. Shea (D-Quincy) was only echoing their fears when he said:

"We can talk about subsidizing railroads, and this and that, but we are subsidizing prostitution under our aid to dependent children program."

"What jerk is going to go out and have a baby to get $5 a month more?" asks Mrs. Koerner.

Actually a child in an AFDC family brings in more than $5 a month — but not much more.

A typical budget worked out for a mother on AFDC with two children, ages 7 and 13, living in public housing, would look like this:

Basic payment	$96.90
Child, age 7	12.30
Child, age 13	20.30
Life Insurance	3.00
Utilities	11.20
Rent	68.40
Total Aid	$212.10

THERE IS ANOTHER, perhaps more important, morality connected with being on welfare. It's the morality of work.

"The cultural definition of work includes strong moral and ethical components," observed social worker Noel Day at a recent Tufts assembly on welfare.

"Those able bodied persons who apply for or receive public charity are subject to the most extreme disapprobation.

"First, they are required to make a public declaration of their inability to sustain themselves.

"Next they are required to submit their private lives to public inquiry.

"Finally, they are required to surrender much of their right to make decisions."

Last week, the Boston Welfare Department took steps to make application for welfare a little less embarrassing by suspending the usual investigations of eligibility and making the client the primary source of information about himself.

American welfare laws are descendants of the so-called English poor laws of the late middle ages. They held three concepts:

—Relatives are responsible for their own poor.

—The local community is responsible for its own poor.

—A person must live in a community a certain length of time before he is eligible for relief.

"The British long ago abandoned these concepts as not in keeping with the 20th Century," says Dr. Schottland. "But we clung to them as God-given.

"The idea that children should take care of their parents had relevance 25 years ago. But now we have 60-year-old men who are working and taking care of an 80-year-old father or mother.

"The local residence laws are almost immoral when you consider our modern mobile society where a man might work for GE in Lynn, transfer to California and lose his job within a brief space of time."

THE BIG CHANGE in concept from the Poor Laws came during the depression of the 1930s.

"The first to recognize that the Federal government had an obligation in that field was Herbert Hoover," says Dean Schottland.

"He started the Reconstruction Finance Corporation to save American business by loaning money. Most businesses had to borrow or go under.

Now, too, the concept of welfare has swung from the idea of helping people in trouble to the idea of helping people to get out of trouble.

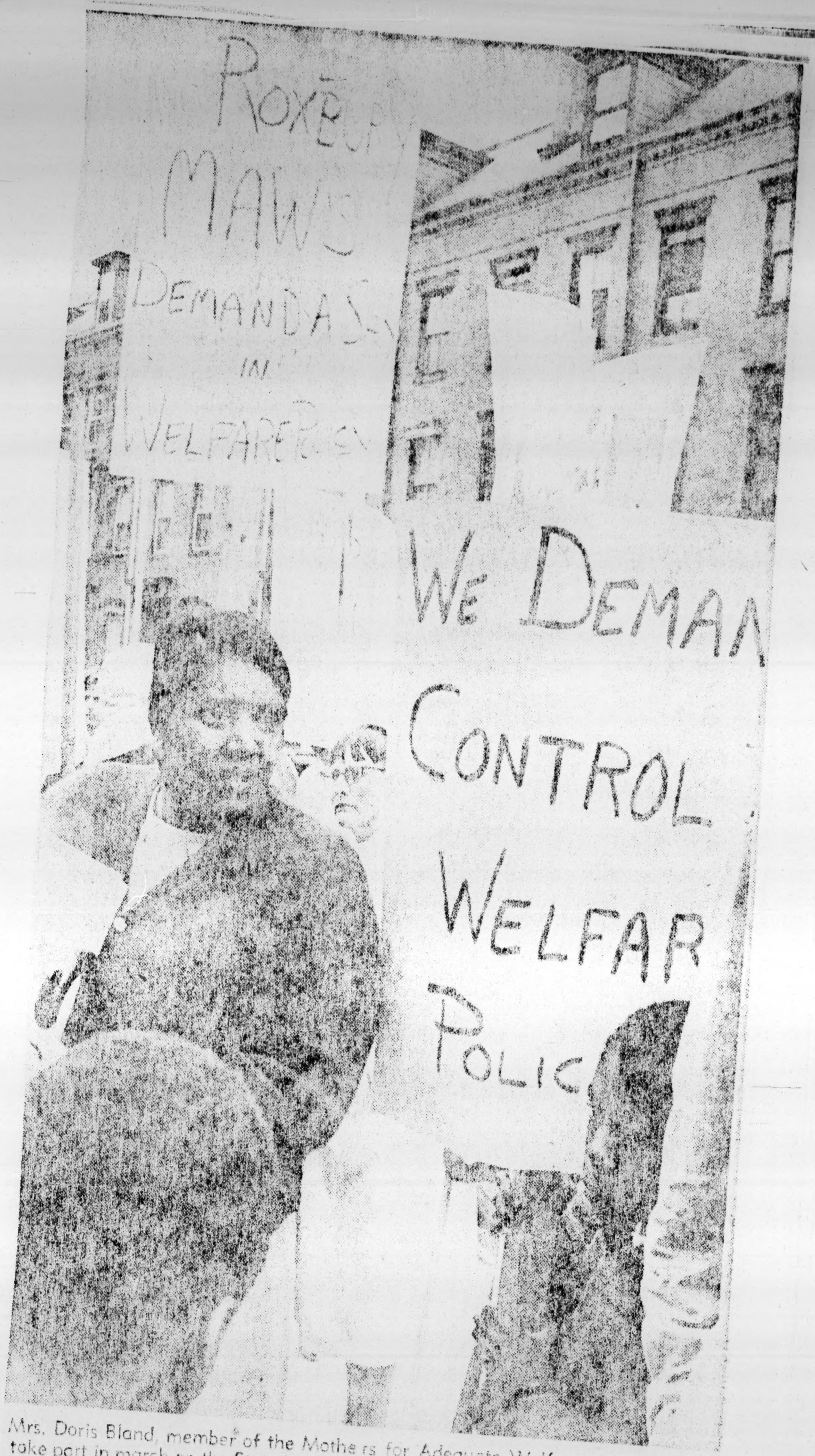
"**PUBLIC WELFARE**," said the late President Kennedy, "must be more than a salvage operation, picking up the debris from the wreckage of human lives.

"Its emphasis must be directed increasingly toward prevention and rehabilitation — on reducing not only the long range cost in budgetary terms but the long-range cost in human terms as well."

In the words of the favorite Chinese proverb of State Sen. Beryl Cohen (D-Brookline):

"If you give a man a fish, you feed him for a day.

"If you teach him to fish, you feed him for a lifetime."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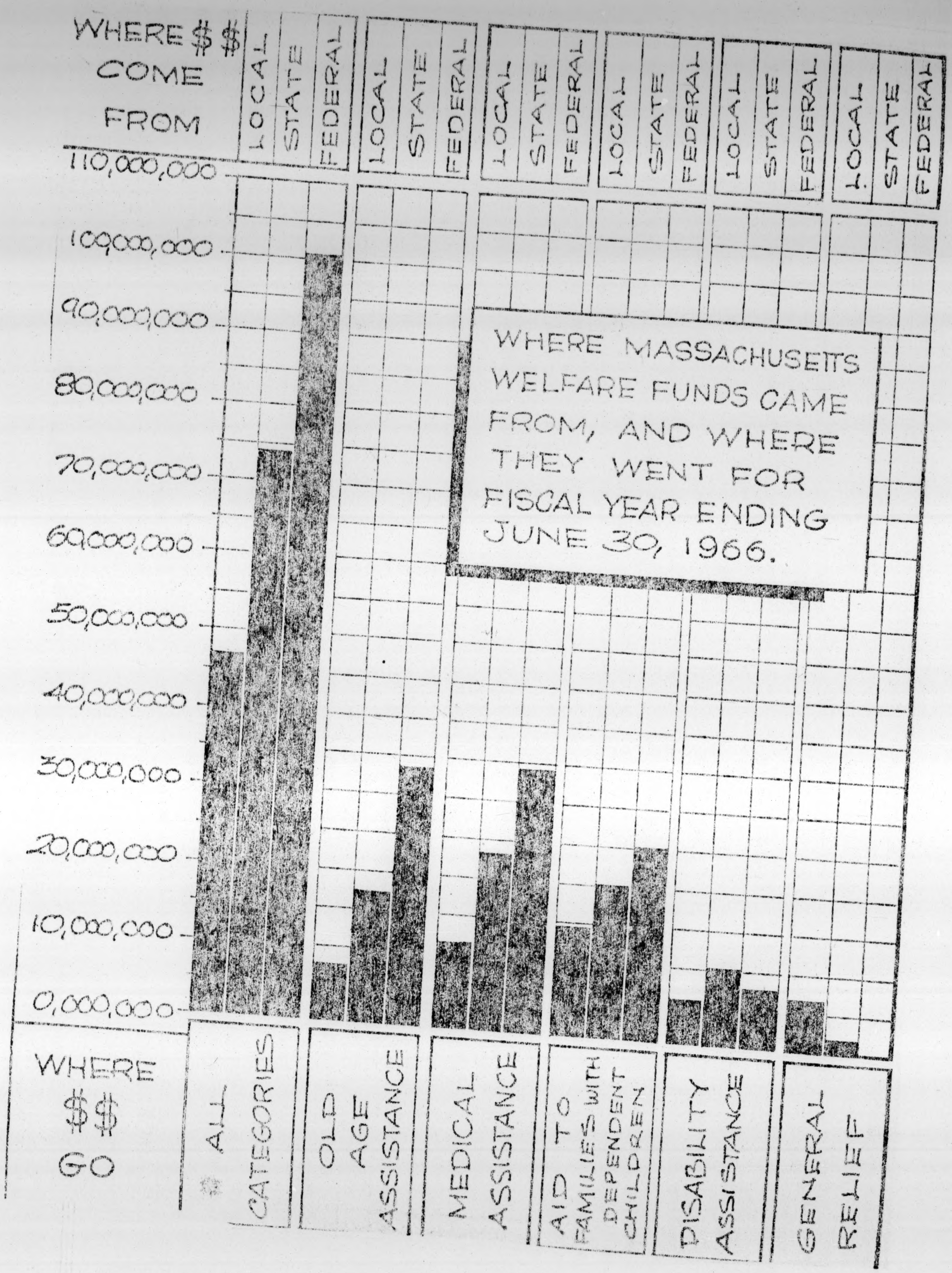
Mrs. Doris Bland, member of the Mothers for Adequate Welfare, gets ready to take part in march on the State House to dramatize grievances.



WHERE MASSACHUSETTS WELFARE FUNDS CAME FROM, AND WHERE THEY WENT FOR FISCAL YEAR ENDING JUNE 30, 1966.

REBELLION NEWS

BETTER TO FIGHT ON YOUR FEET THAN TO LIVE ON YOUR KNEES

PUBLISHED IN THE INTEREST OF THE ROXBURY,
NO. DORCHESTER AND SOUTH END COMMUNITY

JULY VOLUME 1 NO. 2 PAGE 1

10¢

Carmichael (middle) gives Black Power sign. ChicoNeblett (left) Ralph Eliot (right).

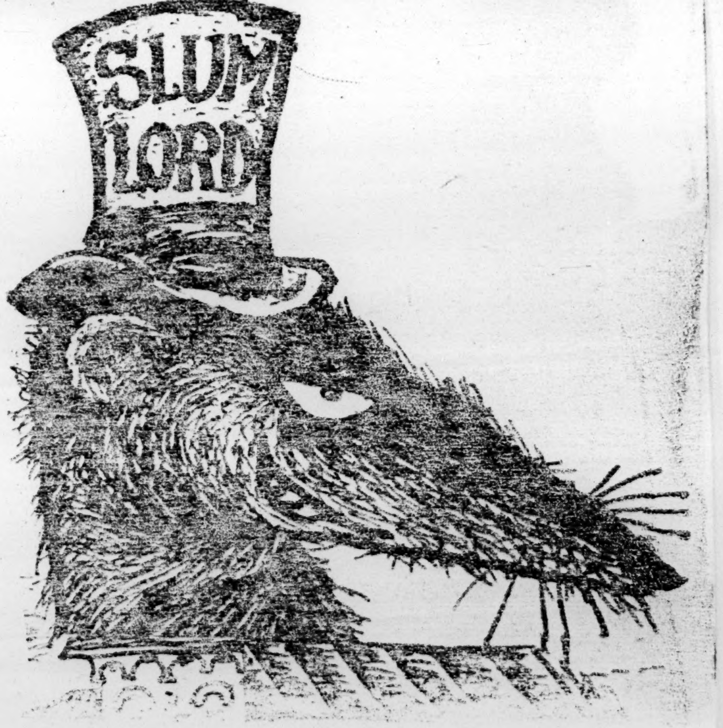
CARMICHAEL TELLS ROXBURY:

UNITE AND CONTROL

As a light drizzle began, Carmichael spoke on:

"Whenever something happens in the ghetto, the white man screams about law and order. Well, we don't give a damn about law and order, we are concerned with justice. Until the black man gets some justice there will be no law and order. Invasions of police into black communities cannot be stopped with bricks and bottles. We must arm ourselves to protect our families and our communities from outside aggression."

He compared United States



Mrs Hollis and other women guest heated pots of boiling water and poured it out of the window. This stopped the bricks and bottles. She then took her children to a waiting car for safety.

Mrs Hollis spotted an officer and told him what had happened, "It's hot now, the kids are just having a little fun,"Then he told Mrs. Hollis to forget it.

According to Mrs Hollis, and a couple who lived in her building, the police had been warned of the attack, but refused to investigate.

Mrs Hollis remained in her home for safety, and on Sunday night another group of whites formed. Some remained outside her apartment all night.

The next day, Mrs Hollis was called to the project administrator's office and asked to move. She flatly refused, but later after considering the safety of her children, decided to leave.

Mrs Hollis requested an apartment with the BHA under emergency conditions. She did not choose Charlestown, but took it because she had no money to afford more desirable private housing.

The administrator told her that there were 13-14 colored families there and that they were trying integrate the area. She was told by a BHA administrator that there wouldn't be any trouble. After she had been there one week, the administrator came back

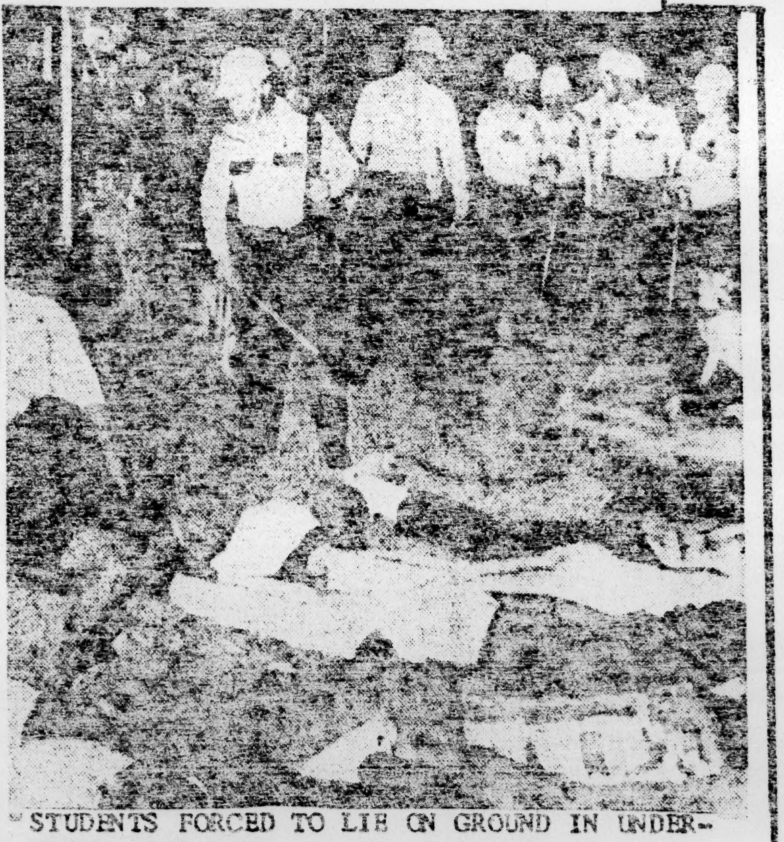
WELFARE MARCH

MOTHER'S FOR ADEQUATE WELFARE, IN CONJUNCTION with the National Welfare Rights Movement, marched to Boston Common on June 30. Signs read:"Grevience committees of recipients and social workers","No deductions from checks for emergency grants","End residency requirements."Spokesmen for MAW said that the 10 demands of June 2nd demonstration had not been met and action by the MAW group was being planned.Members of MAW are at Welfare offices handing out the Welfare Rights Handbooks and helping recipients....

students, 500 policemen armed with rifles, machine guns, shot guns and dogs invaded the campus, surrounded 2 dormitories, fired on the building then charged into them. During this assault, Patrolman Luis Kuba was killed. During this assault over 5000 rounds of ammunition was fired. Police were in each others way. Young rookies who had never seen real danger fired wildly. One policeman shot another. One went beserk and was taken away in shock.

On June 3, a grand jury indicted the 5 stuients for the murder of Kuba. Intensive search was unable to find the murder weapon in the possession of any of the students.

Send money to the Houston Defense in Action Fund that will defend the TSU 5 and help SNCC continue its program in Houstan. The address is: Box 14004, Houstan, Texas 77021.



"STUDENTS FORCED TO LIE ON GROUND IN UNDERWEAR AFTER THEY WERE DRIVEN FROM BED AT GUNPOINT.

on America's plantations.

(Reference Sources for this article are BLACK CARGOES by Mannix and Cowley and BLACK MOTHER by Basil Davidson.)

RACISM AND THE CHURCH

By Gregory O'Bryant

Looking back on some of the statements made concerning the Rebellion of June 2, there is one in particular that stuck in my mind, I refer to the statement made by Cardinal Cushing who congradulated the Boston Police Department for the way it handled the situation. The very fact that Cardinal Cushing is supposed to be a man of peace and a follower of God, could condone such acts of brutality and terroism should show Black people that racismhas saturated every institution in American society. It should also show them that racism is now manifesting itself in different forms It hides behind a badge or clergy man's collar.

It is not Christ-like to condone racism, colonialism, war and other crimes against humanity. Cardinal Speilman asked for a complete victory in Vietnam and Pope Paul recently blessed Portugal without a word of condemnation for its rigid segregation policies in Angola.

This verifies what many Black leaders are saying, that these clergymen are hypocrites.

The church obviously has a tradition of racism. After all wasn't it the missionaries who paved the way for our enslavement and formulated the doctrine of white supremacy?

THE NEW BOSTON

At the Charlestown project, whites had been passing the word around for a week that they were going to get them some niggers, referring to any one of the 14 Black families in the Charlestwon project

All of the families had received some kind of abuse from the whites who prey on the small number of Black people who live in the area. Some of the abuses reported were: "One 13 year old Black girl was being attacked by 3 white men and had to be rescued by a pregnant colored woman with a baseball bat. Teenage white boys spat and urinated in the faces of 2 smaller colored boys. Many of the families reported that they were afraid to let their smaller children out to play.

On this particular Saturday night, Mrs. Barbara Hollis, mother of sons 2 and 6 years old, had invited a few friends in for cards. About 11 P.M., the group, with a small dog, went to get cigarettes at the only open establishment-a bar-known to be off-limits to Black neighborhood residents. As Mrs. Hollis walked in a white man hollered "Look at that nigger". She went to her group and told them what had happened; she and a friend returned and had to fight off 3 men--one who grabbed her as she walked in the door and the 2 others who tried to drag her male friend away. Mrs. Hollis swung a dog chain and hit everything that obstructed her path. About 25 whites who had gathered around fell back.

After returning to the apartment, the group resumed the card game and when it was over, got up to leave. Whites who had congregated outside her home refused to let the men get to their cars. Then the whites started throwing rocks and bottles Some were thrown at Mrs. Hollis window, and said Mrs. Hollis, "I began to realize that I was the target. They were throwing

and said sometimes bricks are thrown through windows and if she or her friends were called nigger, to ignore it.

Mrs Hollis moved to Charlestown December 31, and left June 12.

THE HOLLIS FAMILY

BLACK STUDENTS CHARGED WITH MURDER OF COP

5 Black students from Texas Southern University, all member of campus SNCC chapter have been charged with murder in Houstan, Texas. The students are: John Parker 20, Trazawell Franklin, jr. 20, Charles Freeman 18, Floyd Nichols 25, Douglas Wayne Walker 21. Trial has been set for July 25, District Attorney Carol S. Vance is expected to ask for the death penalty.

They have been charged with the murder of Patrolman Louis Kuba: On May 17, and assault to murder in the shooting of 2 other officers. Briefly, these events came about in the following manner; On May 16, police arrested Douglas Walker, a Black student who recently returned from service in Viet-

BLACK HISTORY

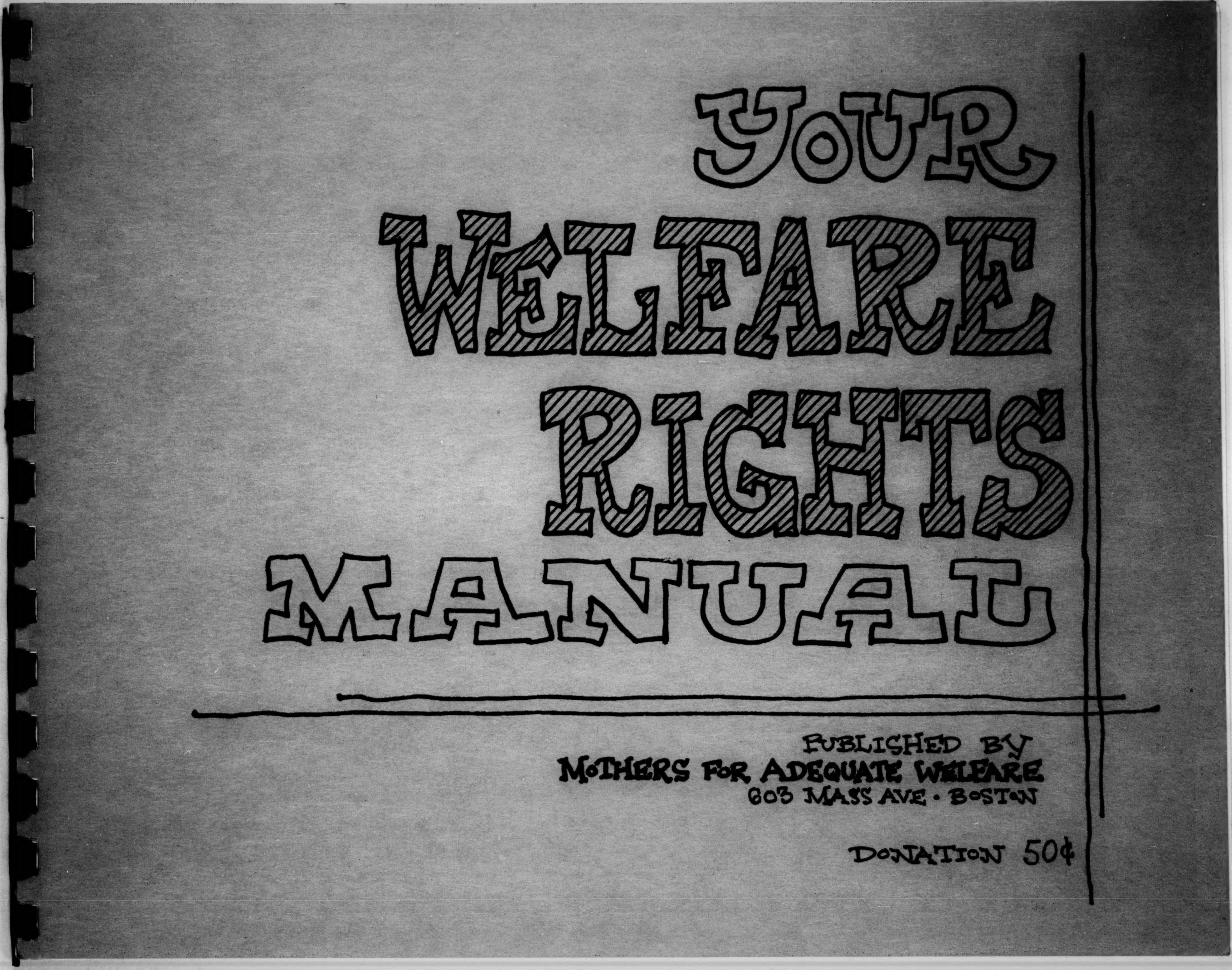
Before the white man knew where Africa was, Black Africans had built a great number of large and rich empires. The first to be recorded in history was the empire of Ghana. The king of Ghana ruled over most of northwest Africa. He could put 200,000 soldiers in the field against any enemy. He maintained a system of highways with rest houses for travelers every few miles. His subjects had fine buildings, a code of law and an advanced knowledge of agriculture and medicine.

In the 12th century the empire of Ghana was replaced by the kingdom of Mali. It was in the days of Mali that the great city of Timbuktu became famous all over the world for its riches. Besides its riches, Timbuktu was also the home of the Mohammedan University with teachers more advanced in knowledge than most European scholars of the 14th century.

The capital city of the Kingdom of Benin was larger than Roxbury, Dorchester, and the So. End combined. It was surrounded by a wall 10 feet high. Shade trees lined the broad streets, and houses were made of red clay polished so much they looked like they were made of red marble.

The first white man to reach Benin in 1472 was named Sequeira. Before Sequeira could get to see the king of Benin he and his party were carefully washed. Then he was made to kneel on the floor and bow to the king whose arms were covered with golden jewels. After a series of talks with the King, Sequeira was allowed to trade his goods with the merchants of Benin.

For years white Europeans were unable to carry any slaves from Africa. It was only after they began to sew



YOUR WELFARE RIGHTS MANUAL

PUBLISHED BY
MOTHERS FOR ADEQUATE WELFARE
603 MASS AVE • BOSTON

DONATION 50¢

WELFARE RECIPIENTS ARE HUMAN BEINGS...

...who usually get a raw deal from the welfare system. In working with mothers on AFDC (Aid to Families with Dependent Children), we at MAW found there were three main reasons for this raw deal:

1) We were afraid.
2) We didn't know our rights.
3) The welfare system works to keep poor people down and running.

By putting out this booklet, Mothers for Adequate Welfare hope to eliminate the first two reasons. But even when you get what welfare admits you're supposed to get, we think you'll realize how bad a system it is that keeps children poor and makes them feel it's their fault that they're hungry.

When you start getting angry at the whole system--at its injustices and the way it keeps people down--you're ready to join with other MAW members and fight for a change!

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HOW CAN I GET A.D.C.?

IF ALL THE FOLLOWING THINGS ARE TRUE ABOUT YOU, THE WELFARE DEPARTMENT MUST GIVE YOU AFDC:

- ✱ You have one or more children under 18, or a child under 21 who is in school.
- ✱ The child is living with you.
- ✱ You cannot afford to support the child, or pay for his medical expenses, because you don't have a husband living with you, or the child's father is unemployed, or the father is physically or mentally ill.
- ✱ Neither you nor your child own more than $300 together.
- ✱ You and your children have lived in Massachusetts for a year or more.

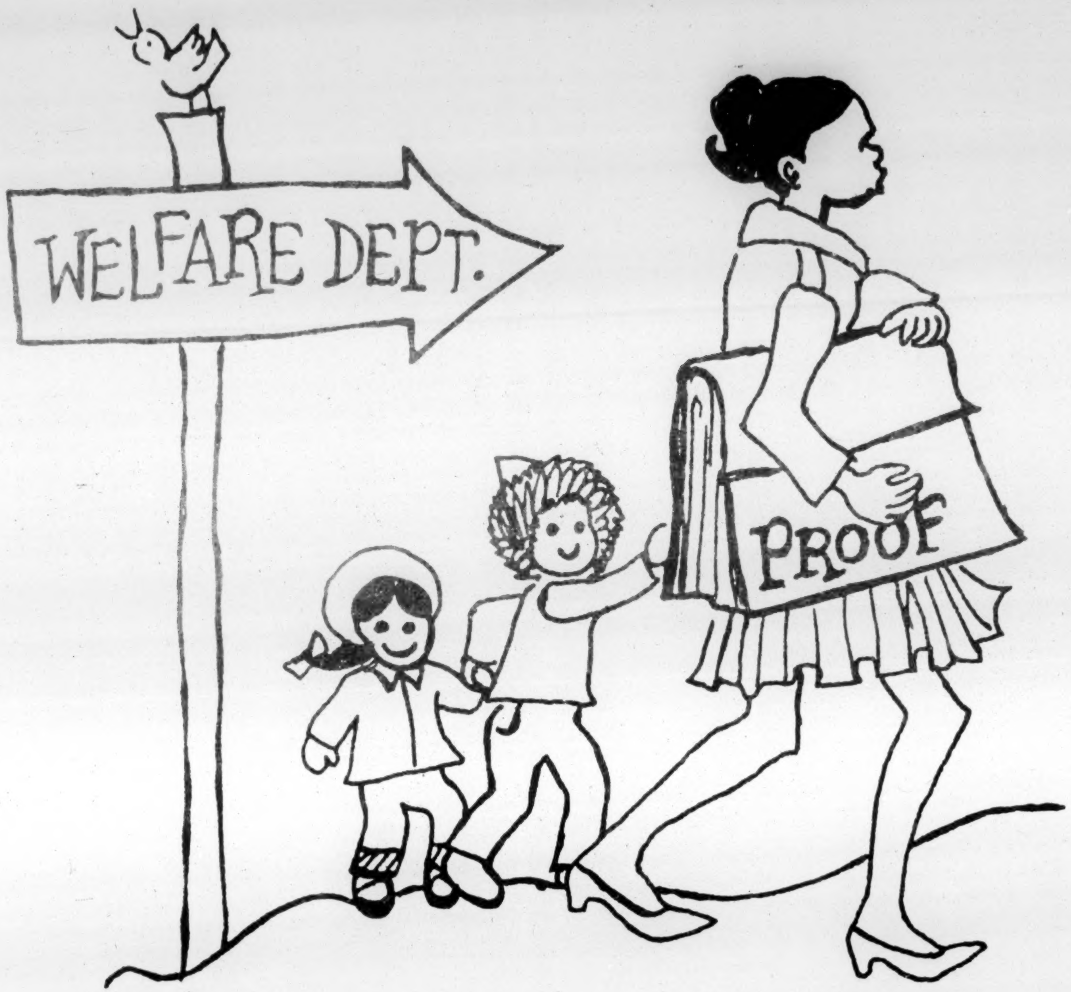
If all the above aren't true, if you don't have children or haven't lived in Massachusetts for a year, you can apply for other kinds of aid. Ask the welfare department about General Relief, Old Age Assistance, and Disability Assistance.

YOU HAVE A RIGHT TO APPLY FOR AFDC WHETHER YOU WORK OR NOT AND WHETHER OR NOT YOU ARE MARRIED.

WHEN YOU GO TO APPLY AT YOUR LOCAL WELFARE OFFICE...

...bring whatever proof you have that these are your children, that you support them and that you've lived in this state for a year. Bring any birth certificates, marriage certificates, wage slips, and rent receipts you may have. (However, Welfare cannot refuse to give you aid because you have lost your marriage certificate, because you do not have to be married to receive AFDC).

You do not have to bring court action against the father of your children in order to apply for AFDC. You can make arrangements at the Boston Central Welfare Office if he is willing to contribute to your child's support.



HOW SOON DO I GET HELP?

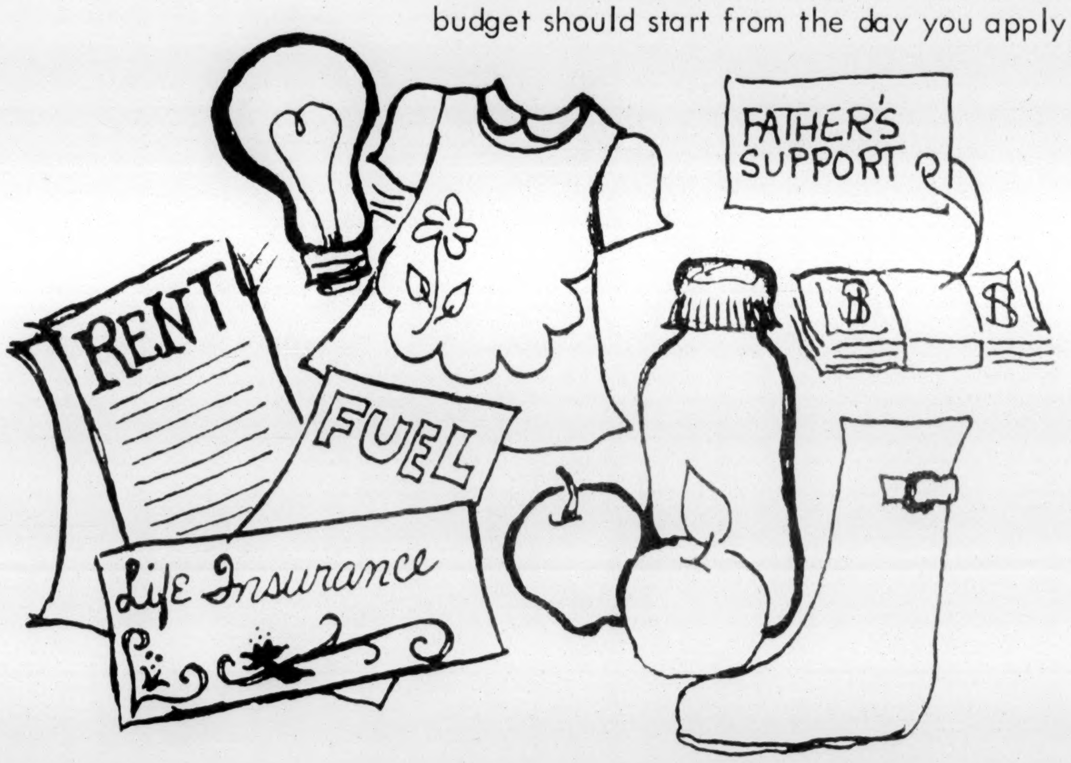
If you need help right away, it has been the Boston Welfare Department's policy to give you a food order the same day. They must let you know whether you are on AFDC 30 days after you apply for aid.

WHAT DO I GET ON A.D.C.?

Once you are on AFDC, you should receive a "full budget," which is suppose to include money for food, clothing, fuel and utilities, rent and life insurance. You get this money in two halves on the first and fifteenth of each month. Your budget includes money from the children's father. (But it is the Welfare Department's job to collect it from him; YOU SHOULD BE GETTING A FULL BUDGET WHETHER OR NOT THE FATHER PAYS HIS SHARE).

You should receive more money in your budget on each child's 7th and 13th birthdays. You should also receive an extra allowance of $28 for your diet when you are pregnant, and a layette of $27.35 when your child is born.

Your worker should explain your budget to you when she figures it out. DON'T BE AFRAID TO ASK YOUR WORKER QUESTIONS! Your budget should start from the day you apply for help.



FULL BUDGET=

1. MONEY FOR FOOD
2. MONEY FOR CLOTHING
3. MONEY FOR FUEL AND UTILITIES
4. RENT MONEY
5. LIFE INSURANCE MONEY
6. FATHERS SUPPORT MONEY

WHAT ABOUT SHEETS AND FURNITURE?

What do you do about sheets, blankets, towels, laundry costs (washing machines or laundromat money), and furniture (beds, kitchen or living room sets)?

You have a right to these things, but most people cannot pay for them out of their basic budgets. It is the Welfare Department's responsibility to give you extra money to cover these things. BUT YOU HAVE TO ASK THEM FOR IT.

Very often a worker will say to you that you must have five children in order to have a washing machine, while another worker will allow a recipient with one child to buy a washing machine. One office will tell you "it's a rule" that all furniture you buy must be second-hand from Morgan Memorial or that you "must" spend only $35 on a bed. THERE ARE NO SUCH RULES! YOU DO NOT HAVE TO BUY YOUR FURNITURE AT ST. VINCENT DE PAUL OR MARGAN MEMORIAL! Some workers let their clients get new furniture because they feel in the long run new furniture will wear best and be cheaper.

There are such differences in the way people are treated because furniture and special grants are left up to the supervisors in each office. Workers try to make you feel their decisions are based on unshakeable rules, but they make them up as they go along. YOU CAN APPEAL THEIR DECISIONS. MAW has won 9 out of 10 of the appeals we've made on such grants.

REMEMBER YOUR WORKER IS OFTEN WRONG! YOU SHOULD NOT BE AFRAID TO APPEAL TO SOMEONE OVER HER!

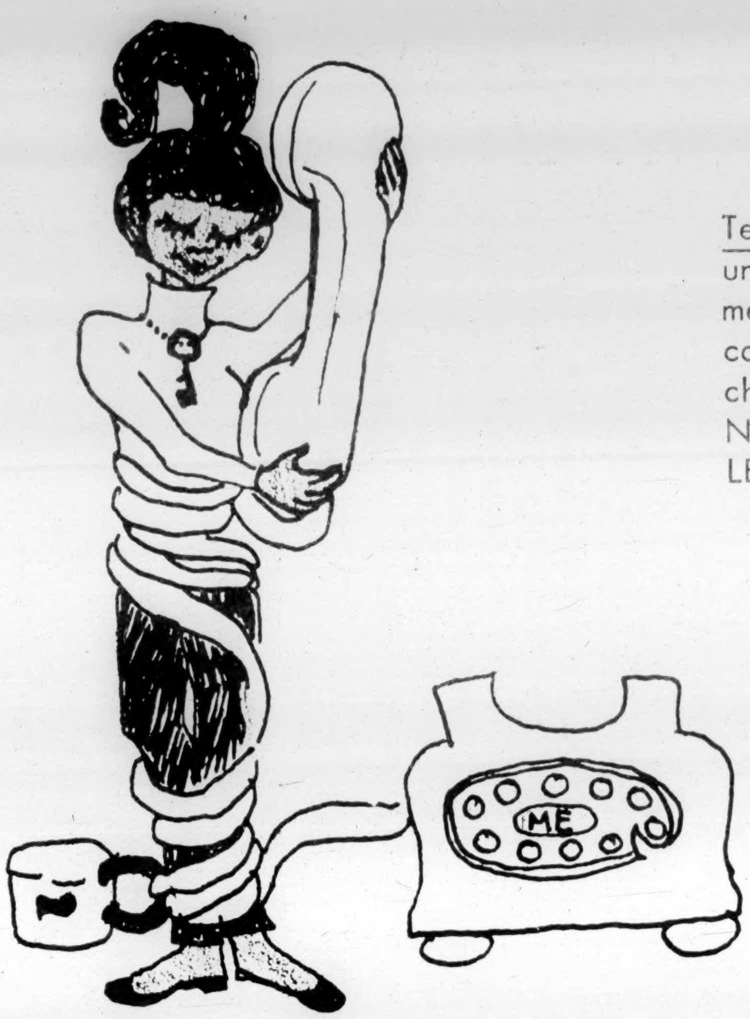
WHAT ABOUT EMERGENCIES AND SPECIAL NEEDS?

Funeral Expenses: When someone in your immediate family dies, and you don't have the money to pay for the funeral, the Welfare Department will pay $200 toward the funeral.

Stolen Checks: If your check is stolen, you should tell your worker as soon as you find out, because they are suppose to send you another one right away. If they think you stole your own check, they have to prove your signature is the same as the one on the stolen check. They cannot just say "they look the same" and hold back your money. Be sure to appeal their decision if they unfairly deduct your money because they think you stole the check. (However, if you do steal your own check, they can charge you with fraud).

Housekeeping help when you are away from home: The Welfare Department must pay for someone to stay with your children when you are in the hospital or gone on an emergency for a short time. If you can't find someone to stay with your children in your home, your worker will help to place them in a relative's home. (Any relative who helps you should be paid by the Welfare Department the same wages they pay to professional homemakers.) If you are going to be away from home for a long time, the Division of Child Guardianship can help you find foster parents for your children.

Transportation Costs: If you need extra money to go to the hospital regularly, or if your children travel by public transportation to a school away from home, the Welfare Department must pay for this. They also pay transportation to visit children in institutions, such as state hospitals or jail.



Telephones: The Welfare Department still thinks a telephone is a luxury unless you have a medical excuse for needing one. If they decide you do medically need one (get a doctor's note), they will get the telephone company not to charge you the $35 deposit and will add the minimum rate charge of $5.80 to your budget. IF YOU WANT A TELEPHONE AND DO NOT HAVE A MEDICAL REASON, THE WELFARE DEPARTMENT MUST LET YOU HAVE IT IF YOU ARE WILLING TO PAY FOR IT.

Lights or gas going to be shut off? Back rent due? If you have a big utilities or rent bill that you cannot pay for out of your check, the department will pay for it. Some workers then deduct this money from your future checks, but some workers just give you the money. Any deductions should be taken out in small amounts from several checks. BE SURE TO APPEAL IF THEY DECIDE TO DEDUCT!

Moving expenses: The Welfare Department must pay for your moving expenses, and there is no legal limit to how many times you can move a year. You have the freedom to move whenever you want, and a worker cannot try to keep you in a project or in her district by threatening not to pay for your moving. Just threaten to take her to an appeal.

They can, however, refuse to pay for moving expenses to an apartment which the worker in that district says is not up to housing standards. Since this is largely a matter of her opinion against yours, you can appeal if you think the new apartment is better than the old.

YOU CAN ALSO RECEIVE EXTRA MONEY for clothes for overweight children and adults and for winter clothes for newcomers from Puerto Rico and the South.

CAMPS-

There are also a limited amount of funds which are spent so that welfare children can go to camp. You have to ask your worker about these funds in the spring in order to be sure of getting help. If your worker says she knows nothing about it, go to your local neighborhood settlement house. They usually will help you apply.

LATE CHECKS-

If your check doesn't come on time, the welfare worker will ask you to go to the post office to see if it's there and wait for the mailman another day before they will replace the check. In the meantime, you can get a food order. Sometimes they deduct the food order and sometimes they don't. Like any decision you feel is unfair you may appeal.

YOU CAN SEE YOUR WELFARE RECORDS-

The state welfare manual says that you can see what your worker has written about you in your welfare records:

> "The present law permits disclosure of information concerning his own record to an applicant for, or recipient of, public assistance or his duly authorized agent." (Chapter II, Section C, Part 4)

DO YOU WANT TO GO TO SCHOOL?

If you want to go to school for your high school diploma, or for special job training, the Welfare Department has money to pay for classes, day-care or babysitting, books and transportation. Ask your worker about this. Some people go on to study for a college degree while they are on welfare.

CAN MY CHILDREN GO TO COLLEGE OR VOCATIONAL SCHOOL?

Yes, your children can go to college, while you're getting welfare. Any child who is in school remains on the budget until he is 21. The Department has a small trust fund to help children go to college. You should talk to your worker when your child enters high school and try to plan ahead. He can save summer earnings in a special bank account for school, once he reaches his junior year in high school.

There are many tutorial programs, private scholarships, and summer programs for children who are interested. Get in touch with the Urban School (266-7525), the Bridge (266-5149), or Operation Exodus (445-1600) for more details.

Do I HAVE To Go To CITY HOSPITAL?

NO, YOU DO NOT HAVE TO GO TO CITY HOSPITAL!

You and your children can be treated for free at the out-patient department of the following hospitals (and at any teaching hospital):

> Massachusetts General, Peter Bent Brigham Beth Israel, Boston Lying In, University, New England Center, Carney, Children's Medical Center, St. Elizabeth's, New England, New England Deaconess, Mass. Eye and Ear, Boston Floating, Free (Brookline), Boston Dispensary, Robert Breck Brigham, Faulkner, Roslindale General, Massachusetts Osteopath, Lahey, and Columbia Point Clinic.

You should also receive free inpatient care at any above hospital that admits overnight patients.

SOME OF THESE HOSPITALS MAY TRY TO DISCOURAGE YOU BY SAYING THEY CAN'T HELP YOU BECAUSE YOUR RECORDS ARE AT CITY HOSPITAL. STICK UP FOR YOUR RIGHTS! ASK THEM TO TRANSFER THE RECORDS LATER AND WAIT ON YOU NOW!

You and your children can receive free dental care at Tuft's University Dental Clinic.

YOU CAN CALL A PRIVATE DOCTOR if you have a medical problem which can't be treated at the above out-patient clinics. For example, you can go to a private dentist if the dental clinic can't take you for 6 months, or you can ask a doctor to come to your home if your child has a high fever.

MEDICINE AND SPECIAL DIETS:

If you need medicine, show the doctor's prescription and your identification card to the druggist, and you get the medicine free. If you need a special diet or household help for invalids, get a written statement from your doctor and show it to your worker. The Welfare Department must pay for these medical needs.

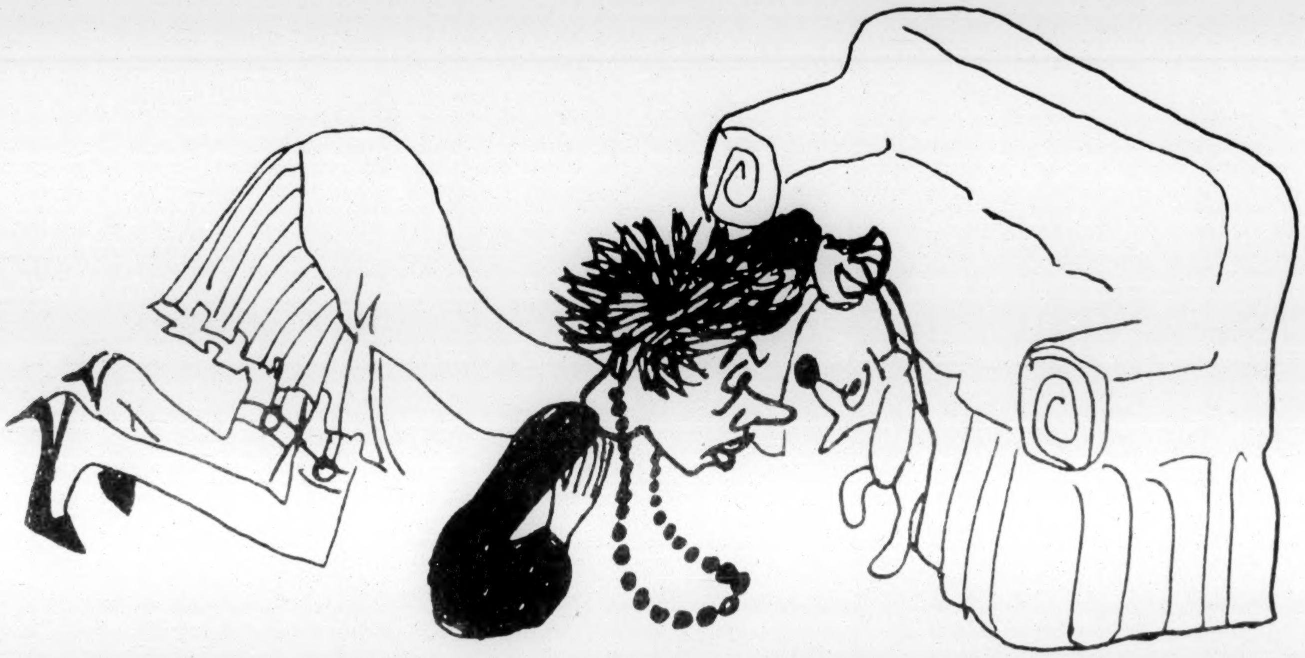
MEDICAID:

You can get free medical care for your children even if you are not on welfare under the new Medicaid program. If you earn $225 for a married couple per month (or $337 for a family of four), you qualify for free medical aid. Call MAW or the Welfare Department for more information.

PREGNANCY AND BIRTH CONTROL:

Several hospitals such as Boston Lying In, Beth Israel, and University Hospital have pre-natal clinics for free check-ups when you are pregnant. It is very important that you check with a doctor each time you are pregnant because your body is different each time and needs different medical treatment. And when you go to a clinic at a hospital, you insure that you can have your baby there.

If you do not want any more babies for a while, you should be using some birth control method. If you want information or help receiving birth control, call Planned Parenthood (536-8790) or go to the Family Planning Clinic at 377 Shawmut Ave., South End, on Thursdays between 5:30 and 7:00 P. M.



YOUR WELFARE WORKER AND YOU:

AS PART OF HER JOB, **YOUR WORKER MUST:**

1) explain your budget
2) send you an appeal form whenever you ask for it
3) explain special need grants you can get
4) help you find decent housing
5) inform you about education and job training and help you use it
6) help you find a job if you are trained and want to work
7) explain welfare's medical program
8) help provide special services for mentally retarded, emotionally disturbed or handicapped children
9) help you find day care centers or help for your children

YOUR WORKER SHOULD NOT:

1) threaten you
2) make you work unless you want to get a job
3) tell you how to spend your money
4) pay visits to your home before or after welfare business hours
5) ask your neighbors about you
6) search your apartment
7) question your guests
8) cut your checks without explaining
9) talk about you to anyone except the courts or someone you assign to represent you
10) keep you in her district by not paying moving costs
11) tell you how to raise your children or manage your private life

IF SHE DOES ANY OF THESE THINGS TO YOU, YOU CAN TAKE HER TO COURT!

ABOUT MEN:

If you are dating a man, the Welfare Department may try to prove that you are living with him, or that he is acting as your husband even though you live apart. If they think that a man is living with you, they will try to make him help support you and your children, and they may refuse to give you ADC unless he has another address.

If they want to get tough, the things that they will look for to use as evidence that you are living with a man are:

1. Whether or not you have been dating him over a long period of time.
2. Do you or he admit to having sexual relations together, or have you had children?
3. Do you see this man a lot?
4. Does he pay your bills or give you money?
5. Does he claim you or your children on his income tax return?
6. Does he tell people you are married or pretend that you are his wife?
7. Do your children use his name?
8. Do your children call him their father?
9. Does the man use your address for mail?
10. Can he prove that he has his own place to live?
11. Do you drive his car, and is it registered in your name?
12. Are his clothes in your apartment?

These questions are just examples of the kinds of things the Welfare Department is looking for. If you are just dating a man, you should make sure it does not look as if you are living with him.

If you are dating a man whom you may be planning to marry, you should not hesitate to explain this to your social worker. YOU HAVE THE SAME RIGHTS AS ANY OTHER UNMARRIED WOMAN TO HAVE FRIENDS WHICH EVENTUALLY MAY LEAD TO YOUR GETTING MARRIED.

You have a right to refuse to answer any personal questions about your boy friend or the man you are dating.

APPEALS:

Most of the money and rules for ADC come from the federal and state governments. Whenever you don't like a decision of your city department, you can appeal to a higher person in the state or federal department of welfare.

Ask your worker for an appeal form as soon as you are turned down, fill it out yourself (or with MAW's help), and send it to the Appeal Board, Department of Public Welfare, 600 Washington St., Boston. Be sure to check the box asking for a fair hearing before a referee. A "fair hearing" means that you have a chance to tell your side of the story.

After you mail your appeal form, the State Department sets up a time and place for the hearing, and sends you back a letter telling you when it is to be held. If you call MAW or Legal Aid, we will provide you with a lawyer to argue for you at the hearing.

Some people are afraid to appeal, because they think their worker will be harder on them if they make a fuss. We have found that workers respect you more and give you more if they think you know your rights and will fight for them.

DON'T BE AFRAID TO APPEAL!

ON PAGE 17 IS A SAMPLE APPEAL FORM ⟶

Form SS 10
December, 1951
Plate #1058

THE COMMONWEALTH OF MASSACHUSETTS

DEPARTMENT OF PUBLIC WELFARE

APPEAL FORM - PUBLIC ASSISTANCE

(G.L. CHAPTERS 118, 118A, 118D)

The General Laws provide that a person who is not satisfied with the action taken in regard to his assistance may appeal to the state department of public welfare. The reasons for making an appeal include the following:

1. The matter of denial of assistance by the local board of public welfare, or denial of the right to make application for assistance.

2. The matter of a reduction in the amount of assistance given or denial of request for increase.

3. The matter of withdrawal of assistance.

You have the right on appeal to a fair hearing before a referee, or a review of your case by the department without a hearing. If you wish to appeal, fill in the blank below and mail to the Subdivision of Appeals, Department of Public Welfare, 600 Washington Street, Boston 11, Mass. If you request a fair hearing before a referee, it will be scheduled and notice as to the time and place will be given to the persons concerned at least seven days in advance of the hearing. The person requesting the hearing will be given a full opportunity to state his case and to have an impartial review of all the facts. On a request for review without a hearing, the department will study the action of the local board of public welfare in its entirety and render a decision on the basis of the law, rules and policies involved.

An appeal must be filed within sixty days after the notice of action from the local board of public welfare.

To: Subdivision of Appeals
Department of Public Welfare
600 Washington Street
Boston 11, Massachusetts

(local board check category)

...AID TO DEPENDENT CHILDREN,	CHAP. 118
...OLD AGE ASSISTANCE,	CHAP. 118A
...DISABILITY ASSISTANCE,	CHAP. 118D

I wish to appeal the decision of the board of public welfare ______________ Mass.
(City or Town)
for the following reason:

____

____

____

I request a **1. ____FAIR HEARING BEFORE A REFEREE**

2. ____REVIEW WITHOUT A HEARING

(Applicant must check either 1 or 2 above)

NAME *(print)* ______________ *(First name)* *(Last name)*

ADDRESS ______________ *(Number)* *(Street)*

CITY or TOWN ______________ **Massachusetts**

DATE ______________

SIGNATURE...............................

page 17

HOW TO FIGURE YOUR BASIC BUDGET

#1 Find the correct basic figure for your family:

Number of people:	If you are in PUBLIC HOUSING:	If you PAY FULL RENT AND UTILITIES* and are not in public housing:
2	$ 78.00	$167.70
3	96.90	194.60
4	123.80	221.50
5	150.70	248.40
6	177.60	275.30
7	204.50	302.20
8	231.40	329.10
9	258.30	356.00
10	285.70	382.50

*IF YOU DO NOT PAY FULL RENT OR UTILITIES, or if you share your apartment with someone else, you have a different budget. Call the MAW office for details.

#2 – Add $16.20 for each adult besides yourself.

#3 – Add $12.30 for each child between 7 and 12 years.

#4 – Add $20.30 for each child between 13 and 20 years.

#5 – If you have life insurance, add $1.60 for each adult and $.70 for each child.

IF YOU ARE IN PUBLIC HOUSING, YOU SHOULD ALSO:

#6 – Add $11.20 for utilities (gas and electricity).

#7 – Add the following public housing rent:

If you were paying this amount under the old budget:	ADD THIS AMOUNT:
$40–44	$ 61.40
45–49	68.40
50–54	75.40
55–59	82.30
60–62	86.50
63–67	91.50
68–72	96.50
73–77	101.50
78–82	106.50

FILL IN YOUR BUDGET ON THIS PAGE:

[FOLLOW DIRECTIONS ON PAGE 18 ABOVE]

#1 - BASIC FIGURE FOR YOUR FAMILY = $_____.___

#2 - NO. ADULTS ____ × $ 16.20 = $_____.___

#3 - NO. CHILDREN 7-12 YRS. ____ × $ 12.30 = $_____.___

#4 - NO. CHILDREN 13-20 YRS. ____ × $ 20.30 = $_____.___

#5 - IF YOU HAVE LIFE INSURANCE:

NO. ADULTS ____ × $ 1.60 = $_____.___

NO. CHILDREN ____ × $ .70 = $_____.___

#6 - IF YOU ARE IN PUBLIC HOUSING ADD $ 11.20 ——————— $_____.___

#7 - IF YOU ARE IN PUBLIC HOUSING ADD RENT AMOUNT ——————— $_____.___

#8 - OTHER* ——————— $_____.___

TOTAL $_____.___

When you add all these figures together, you have your basic budget for each month. IF YOU ARE RECEIVING LESS THAN THE AMOUNT YOU FIGURED, OR IF YOU ARE HAVING TROUBLE FIGURING YOUR BUDGET, CALL THE MAW OFFICE FOR HELP.

* REMEMBER: The Welfare Department will pay extra money for special diets approved by a doctor.
For a pregnancy diet, add $28.00 a month.
You should receive more money in your budget on each child's 7th and 13th birthdays.
You should receive a layette of $27.35 when a child is born.

YOUR PAGE FOR CHANGES AND NOTES

We have tried to tell you about most of the welfare rules that are firm. We have collected our information from the State Welfare Manual, from letters that the Boston Department wrote to answer our questions, from decisions on appeals and from the day to day practice of the Boston Welfare Dept. However, since little of what the Welfare Dept. does is clearly written in law, it is very possible that they will change their minds tomorrow or the next day, and some of our "rules" will be wrong. We'll try to keep you up to date through our newsletters and leafletting. But remember, the important point we tried to get across in this booklet is that it's up to you to help make the rules of the Welfare Dept.

BEWARE!...

...of buying anything that you have to sign a contract for

such as furniture
encyclopedias
contests
sewing machines
door to door salesmen
photographers
insurance

Any honest company will let you check a contract before you sign it. You can get advice on a contract from Legal Aid, NEGRO, or Roxbury Multi-Serice Center.

...Beware those telephone extras! You do not have to buy an extension, a colored telephone or an extra long cord. These only make your bill much higher.

...Beware those higher prices in your small neighborhood stores. Even though you can get credit there, you're always in debt to the store because you spend much more there than you have to. Ask MAW about the monthly shopping trips to cheaper supermarkets out of the ghetto.

M.A.W. OFFICES

Main Office
603 Massachusetts Ave.
Boston
267-6431

Youth Opportunity Center
48 Rutland Street
Boston (South End)
KE6-2840

St. John's Information Center
1251 Tremont Street
Roxbury Crossing
427-5797

Columbia Point
377 Mount Vernon Street
Dorchester
825-5756

Blue Hill Christian Center, Inc.
288 Blue Hill Avenue
Roxbury (Grove Hall)
445-0283

WELFARE DEPT. OFFICES

Central Office--City of Boston
43 Hawkins Street, Boston
227-8320

20 Church Street
Boston (South End)
542-4696

1491 Tremont Street
Roxbury (Roxbury Crossing)
442-4800

198 D Street
South Boston
268-8740

320 Mount Vernon
Dorchester (Columbia Point)
288-1612

515 Blue Hill Avenue
Roxbury (Grove Hall)
442-1811

154 Maverick
East Boston
567-6140

26 Cummins Highway
Roslindale
325-4100

Commonwealth of Massachusetts
600 Washington Street, Boston
542-5060

MSS
546

SEDFRE

Miles College, Birmingham, Ala., 1967-1968

Box 23
Folder 20

State Historical Society of Wisconsin

Please Retain Original Order

SEDFRE DRAFT 2/19/67
HGS

THE NEED

Lorenzo Brown, Instructor, Miles College, contacted SEDFRE to find the possibility of SEDFRE working with freshman students giving them the necessary tools for ~~a~~ community organization and leadership techniques. It was our feeling that in addition to giving community organization and leadership techniques that the the program should be built around self awareness, empathy and sensitivity to persons and situations. The AFOREMENTIONED ~~real~~ diagnostical skills ARE rooted in personal qualities. We felt our TRAINING ~~meeting~~ would be helpful, ~~and~~ stimulating, and challenge the students to help them find new directions consistent with themselves and their communities. We accepted the challenge to teach organizers skills and leadership techniques to college students, realizing ~~their~~ communities look up to persons who have attended college as POSSIBLE leaders, whether they HAVE graduateD or not.

TRAINING DESIGN

The training design for community organization was broken into two phases:

Phase I ~~one:~~ Lectures, stimulating and opening up awareness for expression.

Phase II ~~two:~~ Group involvement in a laboratory session built around their felt needs.

Materials used

1. Political Strength-How To Get It
2. Community Leadership In Action (Needs, Resources
3. Planning, Implementation, Evaluation)
4. Guidelines for Problem Identification, Analysis And Strategy Planning.

The lecture was to inform students the possible role they may play while attending college and or after graduation.

The following statistical figures were used to show why communities like big businesses have to be organized:

America Spends:

75. Billion for Defense
*7. Billion for Welfare
17.4 Billion for Tobacco & Liquor
*1.6 Billion for War On Poverty
3.2 Billion for Cosmetics & Toiletries
*.400 Million for Training The Unemployed
Re: Newsweek - November 20, 1967

These figures show that less than 10% spent on Welfare vs Defense War On Poverty vs Tobacco and Liquor, Training The Unemployed vs Cosmetics and Toiletries.

The intent was to show in part, the value of research and to give time to respond to the question, What is a nations greatest resources? (rich or poor) and the response was,"its human resources". Participants were then asked: What is the major need for an organization? And the response (in ten workshops) was the selection of a leader. The question then raised was to lead what? are we forming a church? then perhaps our leader is an athiest, in all cases the realization of felt needs should come first in community organization,ie., people who need homes, form sweat equity groups, persons who need cheaper buying for their food, organize food buying clubs, persons who want economical loans organize credit unions. Time was taken, depending on the group, to help them to understand needs, resources, planning implementation and evaluations.

The four steps for organizing

1. Felt needs (of the people)
2. Post project (group - or organization)
3. Self Help (often left out)
4. The actual project (what the people decided to do)

After thouough discussion of the materials and feelings the group understood the lectures. Phase two was then put into operation. The trainerx removed himself from the group and informed them that he was available for consultation if his time permitted. The remaining time was for the group to organize Miles College-Room-3 Community organization. It was at this point that participants began to truly learn the problems and values of organizationals skills and training. The struggle for them to find some process, to find each and every individuals felt needs, organize in categories and develop a project, built around self help and what they themselves saw

AS needs for Miles College. It was interesting to note that each group found the need for accredation and dormitories more important than personal education.

2/19/68

DRAFT

EVALUATION

My evaluation, after training (263 freshman students, 10 students, other than freshman, 12 faculty members, and 13 community people) a total of 298 pople wa s the following:

1. It was stimulating to see students to see the relationship of their studies and the possibilities of its use in their community.
2. The tremendous success in finding faculty members caught up in the whirl pool of the group and in most cases forgetting they were faculty members and their involvement in the laboratory session as participants.
3. The evaluation of the participants were:3/4 said the session was good, 3/4 of the group remaining felt it was very good and only 1/4 felt it was poor. This percentage was the secret ballot count, after a show of hands had been taken, this method was used, to show group pressure and its responses. In one group for instance three membersx voted poor by a show of hands and then voted very poor by secret ballot. Perhaps the most tremendous show of group pressure.

Suggestions:

1. SEDFRE incorporate into its normal training program, community organization and leadership techniques, for college and high school students or a COLT program. If we can take young students, give them the basis for community organization and leadership techniques, we may find that they are the best and the real nucleus for future leaders in their communities, and persons who wil probably need most community organization and leadership technique skills.

Operation COLT may provide the link between those persons in the field and the possible leaders to come.

REPORT

Evaluation - Community Change
Institute

Miles College
Birmingham, Alabama

February 12-14, 1968

**Scholarship, Education, & Defense Fund
for Racial Equality**

164 Madison Avenue
New York, New York 10016

Evaluation - Community Change Institute

Miles College
Birmingham, Alabama

February 12-14, 1968

By: Spiver W. Gordon
Henry G. Smith, Jr.

Staff Associates

March 6, 1968

During February 12-14, 1968, SEDFRE conducted a seminar on Community Development for 263 college students, faculty members and community activists from the Birmingham and Bessemer communities. The session took place at Miles College in Birmingham. The workshop was divided into two sessions: Community Organization and Leadership Techniques, conducted by Hank Smith and Spiver Gordon, respectively. Groups alternated in attending the sessions which were held simultaneously. The two hour sessions were available to groups from Monday morning to Wednesday evening. The attendance varied from 14 in the smallest group to 40 in the largest group.

Leadership Techniques

The participants were seated in a circle, told to relax and try to remove themselves from the feeling of being in a classroom setting. They were also told they could smoke or eat candy, if they wanted to. One young lady then asked, "Are you kidding, we can't do that here in the library." When told again and finally convinced that they could open up and do anything they wanted to, as long as they did it as a community responsible to each other's needs and feelings, the session got off to a fast and somewhat relaxed start. A test was given, with instructions that this was to test abilities in speed, honesty, and how to follow directions. Participants were given two minutes to complete the 20 questions asked in the test. When it was over the participants were asked how they felt about failing or passing, whichever the case may have been. Their replies ranged from, "I've been tricked, hurt bad, let down, hate sadness, superiority," or, "I don't feel nothing." The fellow who said he failed the test but felt nothing was asked why he did not have a feeling about failing. At first he said, "I feel as if the test was not given seriously and so I didn't need to pass for a grade." He was then asked how he felt about a trainer who would give a test without serious intent. He replied, "I felt angry because I was not given enough time to answer all those questions." When asked, "Who are you angry with?", he said, "I am angry with you I guess." He sat down a moment and said, "You know I did have a feeling about failing that test." A discussion on success and inadequacy developed as the feelings were explored.

One other example which I think should be pointed out about the test concerned one participant who felt he was superior to the other members of the group, because he was the only one who passed the test. He walked around in the circle, beating on his chest saying, "I am the greatest, I am the only one who passed the test." He was asked again how he felt about passing when everyone else in the group had failed. He jumped to his feet and said, "I feel superior, I feel like I am smarter than this whole group." He was asked by the trainer to climb upon his chair, and allowed to stand in that position for three minutes with all the participants looking up to him as they sat. He was then asked, "How do you feel now?" He replied, while perspiring and looking very warm, "I feel pretty bad now and I want to join the group again." Instead of having him join the group, the group was asked to get up on their chairs and join him. He said, "I feel good now, I feel like part of the group again." The group was then asked to give their reaction to the situation. One said, "I thought he was very conceited at first but now I feel good." Another student said, "When he walked around the circle beating on his chest yelling, "I am the greatest", I was reminded of my high school English teacher who would walk around the classroom and say to the students, "I've already gotten my education, you got yours to get and I don't care if you get it or not." The student went on to say, "this very same teacher was fired ironically enough because she did not have a teacher's certificate and so became the victim of desegregation. How often do feelings of superiority put leaders "out of touch" with their followers?

The Workshop discussion shifted at this point to dealing with three words; 1. Community, 2. Felt Needs, and 3. Leadership. The question, "What is a community?" was thrown out to the group. The responses were; 1. A group of people living together and trying to sense the needs of others, and 2. A large tract of land with houses and people. This discussion went on for ten minutes with each person trying to change the other's points of view, but recognizing each other's feelings and trying to maintain a feeling of being part of the group at the same time.

The definition of Felt Needs got the group moving with the following responses:

1. Felt Needs are those needs perceived by a leader of a group and acted upon.
2. I feel the felt needs of a Black community are racial pride and Black Power.
3. I think felt needs of a community are, housing, jobs, voting and other related issues.

Staff Associate Spiver Gordon pointed out during his remarks on process and content analysis, that no one defined felt needs as those needs felt and expressed by persons in the community. The question, "What is a good leader in the community today?" really got everyone in the group on the edge of his seat. Following is a list of what each said:

1. A man who can get people to move.
2. Someone who can make people believe he has something on the ball and get them to act.

3. A person who is born with leadership ability.
4. Anyone who can recognize the needs of the people and make them move.
5. A minister who has a large church membership.
6. Anyone who can change and move on.
7. Anyone who will help the poor colored people.

This discussion went on for twenty minutes and after some time was called there was a strong desire on the part of some to continue the discussion. It was suggested by one participant that the trainer give the group a definition of each of the words, since the group did not arrive at one definition. This question gave rise to a twenty minute training exercise which the participant was asked to consult the group and to get a group decision, as to whether or not the question represented the felt needs of the group. This participant was given his first lesson in felt needs of a community. He was "chopped up" and told by members of the group that they resented his suggesting that the trainer tell them what the words meant, when they could get these definitions from a dictionary, if they wanted this kind of information. One participant told him that he was refusing to think and wanted the easy way out. It is interesting to note that this same person who asked the trainer to define the words and attempted to organize the group around his felt needs, was also the person who said that a good leader is one who can recognize the needs of the people and make them move (see Item 4). Training must deal with both information and behavior.

Blackboard Illustration on Leadership and Felt Needs

Participants were asked to direct their attention to the blackboard. The chart below was put on the board. The objective was to illustrate relationship between leadership and felt needs.

History of Events in the Civil Rights Movement

Dates	Events	Led By
1954		
1955		
1956		
1957		
1960		
1961		
1962		
1963		
1964		
1965		
1966		
1967		
1968		

Participants were asked to relate the dates with events in the Civil Rights Movement and list the name of the person or persons who led the Movements. It should be noted here that many students could not relate with many of these dates. In fact, when told some of the historical developments, many participants were astonished. With the group looking at the blackboard, the trainer asked, "Did these events grow out of the felt needs of the people?"

The following responses were heard:

1. Those are the felt needs of the Negroes in each of those communities.
2. Those are the felt needs of the people.
3. Those are my felt needs.
4. Those are the felt needs of every black and white American.

Participants were then asked to look real hard at the blackboard and see if those things listed were their felt needs. After a ten minute discussion, a few members got in touch with the words, "felt needs" and said, "I think I have an answer relating to the listed events. I think that what is listed on the blackboard are the felt needs of certain persons who led those movements." In other words, these needs were felt by those who led these movements and others were solicited to support the movements."

The trainer discussed with the group the significance of closing "gaps" between national leaders and local leaders. The gaps between educated and uneducated leaders, political leaders and their constituents, rich and the poor, and definitely between black and white, must be closed. Leaders sensitive, flexible and responsive to the needs of the people are very rare.

Community Organization

The training for community organization was broken into two phases.

1. A lecture on the role and significance of sensitivity, and an exploration of the terms and processes of community analysis, management of conflict, the basic principles and steps of organizing, and the role of the organizer.

2. A laboratory exercise on organizing a community, using the "here and now" approach, with trainees making up the community in the first phase.

Staff Associate Hank Smith talked about the tremendous need for volunteer community organizers to work with thousands of the local grass roots local organizations. Many groups are autonomous and unaffiliated with any national civil rights organization.

Statistics on public spending for defense, tobacco, liquor, cosmetics and toiletries were compared to expenditures on welfare, the war on poverty, and training the unemployed. The lecture emphasized that the poor must be organized to help themselves, and to form power bases if they are to be heard in a modern complex society, which has established its own mechanisms of social change and control. The poor could develop pressure groups if organizers were available. The college community is a resource. Building on the foundation which has already set or which was going to be set by Spiver Gordon in his session on Leadership Techniques, Hank Smith talked about the relationship of group development to felt needs.

The following examples were used for discussion:

1. Persons who want cheaper food prices, form food buying clubs or consumer cooperatives.
2. Persons who wish to save or want economical loans, organize credit unions.

Following the lecture the trainees were asked to relate to five words: 1. Needs, 2. Resources, 3. Planning, 4. Implementation and, 5. Evaluation. The words represent the processes of group action. The discussion further led to dealing with the four steps to organizing: 1. Felt Needs, 2. Post Project (group or organization), 3. Self Help (often left out) and, 4. Demonstration Project (what the people decided to do).

Materials on political strength and problem solving were distributed. Since the trainees had developed a reasonable understanding of the lectures and discussion, phase two was then put into operation.

Training Exercise on Community Organization

The trainer removed himself from the group and informed them that he was available for consultation, if necessary. The task was for the group to organize Miles College - Room 3 into a community. It was at this point that participants began to truly learn the dynamics of organizational development, and to increase their understanding of human relations, and to sense the problems encountered by community organizers. The struggle to define leadership and to set goals for themselves was difficult and challenging.

Another group was given a task to select two organizers and train them to organize a community. The group spent about ten minutes trying to choose two organizers. After about five minutes of silence, two organizers were finally chosen and trained.

The trainees put the lecture to a test and they passed. They taught the organizers how to listen, how to develop groups, and how to help without telling what to do.

Recognizing the need for developing skills in problem solving, SEDFRE's publication, "Guidelines for Problem Identification, Analysis and Strategy Planning" was distributed and discussed with each group in the Community Organization session.

Conclusion

College community workshops must become a permanent part of SEDFRE's training program. Black students can provide a new type of Black leadership and bridge the gap between the Black Bourgeoise and the Black masses. The workshops can help university officials make the college curriculum relevant to community problems. SEDFRE, a movement organization with a capable and trusted staff, can minimize the frustrations of college students and develop them into effective change agents through the type of training we conducted at Miles College. Maybe, we should attempt to involve high school upperclassmen.

This evaluation and supporting statements by Lorenzo Brown, Instructor (see Appendix A_1) and John Monro, Dean of Freshman Studies (see Appendix A_2) both of Miles College, should be sent to the administrators of the 119 Black colleges in the United States.

APPENDIX A1

MILES COLLEGE
Birmingham, Alabama 35208

Division of Social Science

Feb 19, 1968

SEDFRE
150 Nassau Street
New York, N. Y. 10038

Dear Hank and Spiver,

I had thought when you first asked me to give an evaluation of the workshops that you gave us at Miles that it would be an easy job which I would approach with enthusiasm. But the closer I came to the time that I would put it down on paper, the more difficult it seems to appear. You see, I had been thinking in terms of my own emotional response. I felt that those workshops were some of the best events in which I have taken part. But your request for an honest appraisal leads me to believe that I should consider an objective analysis rather than the praise that my emotions would lead me to relate.

I have before me some notes on the appraisal which I got from Hubert Sapp this afternoon. His thinking coincides with a large portion of my own thinking. The analysis which is between the next two lines will be from these notes. Anything after is my own thinking.

The first note concerns what actually transpired in the workshops. The techniques that were used put the students in a situation where they had to react. And, they had to react with their brains (except when they expressed anger at Spiver). That is to say, in the workshops the participants were forced to think about leaders and organizations analytically rather than charismatically. There is no doubt that they will take a gut reaction to guys with programs to sell from now on. Also, a miniature community was created which will serve as a reference point, not only for the students, but for us on the staff as well.

The second note concerns the technique that was used by you. You should already know the value of your methods since they have been tried and tested. But you will probably find it interesting that some things have been adopted by the regular classes here already, and we will probably be forced to adopt much more. For one thing, I peeked in the Ballantines' class today, and the seats were rearranged in the circular fashion. For another, at least two of the staff members are trying harder than ever to get a larger measure of autonomy in the classroom. We are now looking for ways to have valuable learning experiences wherein the students set up the rules and means for solving problems. In other words, your techniques had a tremendous effect on the teachers. Some of us had heard about what is going on in education in Red China for instance, but being in the workshops took it all out of the radical and abstract context and put into a working technical context.

Now we come to the social significance of doing the workshops in a college curriculum. Suppose on the first hand that we consider the trend toward college graduates becoming the leaders in the communities where they eventually settle. Then, it would be great for them to have what is learned in the workshops. On the other hand, it might be far more valuable for the grass roots people to have the knowledge which the workshops give. That is, it is better in the long run that the people know what function a leader is supposed to serve than that the leader know what function he is supposed to serve, the idea being that expediency can easily be the root of double-crosses.

Still considering the social significance of the workshops, if they are done in the college curriculum, it can easily be seen that they could go a long way toward developing among college people a better perspective on their necessary relationshop to the community. This is especially true if we assume that our staff's follow-through is an effective follow-through. When we, student and teacher, look at the schema for the organization of the community, we can only come to one place for fitting in. We must be one of the major resources. We must know how to conduct workshops on leadership techniques and community organization. We must collect data on the conditions and material resources, know the rights of the people, and which of those rights are being violated. We should be able to give consumer education and know the whereabouts of the local power structure, etc. College, college students, and college graduates can be seen in the schema that you gave us as an effective resource for aiding the community in realizing its felt needs.

My addition is on the social significance level. If I could go back and do it all over again, I would have found out exactly what you were going to do, and worked our program around that. As it stands, we are luckily in pretty good shape. We are now going to go out and act as a resource for the Bessemer community's project for more jobs. But think about what could have happened if we had been more co-ordinated. We could have simply made a project out of finding out what the felt needs were in the community. The workshops should, of course, have come in the beginning. Then we could have presented the so-called leaders here with the facts of life.

I am realizing now that I took a much too simplistic viewpoint on the solution to the long standing split between the college and the community. In hindsight, the plan that we foresaw presupposed an ability to cooperate between the community and the college. I shouldn't have trusted a guy who is the epitomy of the isolated college to un-isolate his own situation.

I am sorry to put you off like I am about to do in the next sentence. But it seems that only time will tell how deep were the implications of the

MILES COLLEGE
Birmingham, Alabama 35208

Division of Social Science

workshops being done on campus in terms of social significance. We know where emotions will lead the young people who will be becoming adults in the next four or five years. They have to know how to do what must be done in the most effective ways. Maybe we (you and I) are already too old to know what they will want to do, but we have a pretty good idea what they will see as the only recourse if they do not have the means of doing stuff any other way. We know that college students and college graduates are going to play a pretty significant role, and they just damn well better know what is coming off, or else they will create quite a chaos.

The workshops, and the follow-through that our staff will give them, will have an effect which I think can best be summed up with a little metaphor. "They give our students a blank check." They can write anything they want on it, we just give them the means by which they can cash in.

Sincerely yours,

/S/ Lorenzo Brown
Lorenzo Brown
Instructor at Miles College

APPENDIX A2

MILES COLLEGE
Birmingham, Alabama 35208
Phone: 205 - 786-5281

March 4, 1968

Mr. Henry G. Smith
Scholarship, Education and
Defense-Fund for Racial Equality, Inc.
164 Madison Avenue
New York, New York 10016

Dear Hank Smith:

Enclosed please find check for $138.70 to pay for your trip and Spiver Gordon's trip to Miles.

It will be important to you to hear that our Bessemer field study went off without a hitch. We collected some 900 family questionnaires, on job opportunities, buying habits, and political attitudes.

I am most grateful to you and Spiver and SEDFRE. There is no question that your work here helped our students get a new, real sense of the problems of community organization and leadership. I would encourage SEDFRE to push this sort of work in the colleges. It is very important. And you guys do it well.

Thanks again,

/S/ John Monro

John Monro

JM/fhj
Enclosure
cc: President L. H. Pitts
Mr. Andrew E. Norman

To: Marvin Rich, Executive Director

From: Ronnie M. Moore, Director, Leadership Development

Subject: Evaluation of Community Change Institute held at Miles College, Birmingham, Alabama on February 12-14, 1968.

Sponsored By: Scholarship, Education and Defense Fund For Racial Equality, Inc.
164 Madison Avenue, New York, N.Y. 10016
Telephone: (212) 532-8216

March 6, 1968

Marvin Rich March 6, 1968
Re: Evaluation of Community Change Institute Workshop
February 12-14, 1968

During February 12-14, 1968 SEDFRE conducted a seminar on Community Development for 263 college students, faculty members, and community activists from the Birmingham and Bessemer communities. The session took place at Miles College in Birmingham. The workshop was divided into two sessions: Community Organization and Leadership Techniques, conducted by Hank Smith and Spiver Gordon respectively. Groups alternated in attending the sessions which were held simultaneously. The two hour sessions were available to groups from Monday morning to Wednesday evening, the attendance varied from 14 in the smallest group to 40 in the largest group.

Leadership Techniques

The participants were seated in a circle, told to relax and try to remove themselves from the feeling of being in a classroom setting. They were also told they could smoke or eat candy, if they wanted to. One young lady then asked, "are you kidding, we can't do that here in the library." When told again and finally convinced that they could open up and do anything they wanted to, as long as they did it as a community responsible to each other's needs and feelings, the session got off to a fast and somewhat relaxed start. A test was given, with instructions that this was to test abilities in speed, and honesty and how to follow directions, Participants were given two minutes to complete the 18 questions. When it was over the participants were asked how they felt about failing or passing, whichever the case may have been. Their replies ranged from, "I've been tricked, hurt bad, let down, hate sadness, superiority," or, "I don't feel nothing." The fellow who said he failed the test but felt nothing was asked why he did not have a feeling about failing. At first he said, "I feel as if the test was not given seriously and so I didn't need to pass for a grade." He was then asked how he felt about a trainer who would give a test without serious intent. He replied, "I felt angry because I was not given enough time to answer all those questions." When asked, "Who are you angry with?", he said, "I am angry with you I guess." He sat down a moment and said,"you know I did have a feeling about failing that test." A discussion on success and inadequacy developed as the feelings were explored.

One other example which I think should be pointed out about the test, concerned one participant who felt he was superior to the other members of the group, because he was the only one who passed the test. He walked around in the circle, beating on his chest saying, "I am the greatest, I am the only one who passed the test." He was asked again how he felt about passing when everyone else in the group had failed. He jumped to his feet and said, "I feel superior, I feel like I am smarter than this whole group." He was asked to climb upon his chair, and allowed to stand in that position for three minutes with all the participants looking up to him as they sat. He was then asked, "How do you feel now?" He replied while perspiring and getting very warm looking, "I feel pretty bad now and I want to join the group again." Instead of having him join the group, the group was asked to get up on their chairs and join him. He said, "I feel good now, I feel like part of the group again." The group was then asked to give their reaction to the situation. One said, "I thought he was very conceited at first but now I feel good." Another student said, "When he walked around the circle beating on his chest yelling, "I am the greatest". I was reminded of my high school English teacher who would walk aroung the classroom and say to the students, "I've already gotten my education, you got yours to get and I don't care if you get it or not." The student went on to say, "this very same teacher was fired ironically enough because she did not have a teacher's certificate and so became the victim of desegregation. How often do feelings of superiority put leaders "out of touch" with their followers?

The Workshop discussion shifted at this point to dealing with three words; 1. Community, 2. Felt Needs and 3. Leadership. The question, "What is a community?" was thrown out to the group. The responses were; 1. A group of people living together and trying to sense the needs of others, and 2. A large tract of land with houses and people. This discussion went on for ten minutes with each person trying to change the other's points of view, but recognizing each other's feelings and trying to maintain a feeling of being part of the group at the same time.

The definition of Felt Needs got the group moving, with the following responses:

1. Felt Needs are those needs perceived by a leader of a group and acted upon.
2. I feel the felt needs of a Black community are racial pride and Black Power.
3. I think felt needs of a community are housing, jobs, voting, and other related issues.

Staff Associate Spiver Gordon pointed out during his remarks on process and content analysis, that no one defined felt needs as those needs felt and expressed by persons in the community. The question, "What is a good leader in the community today?" really got everyone in the group on the edge of their seats. Following is a list of what they said:

1. A man who can get people to move.
2. Someone who can make people believe he has something on the ball and get them to act.

3. A person who is born with leadership ability.
4. Anyone who can recognize the needs of the people and make them move.
5. A minister who has a large church membership.
6. Anyone who can change and move on.
7. Anyone who will help the poor colored people.

This discussion went on for twenty minutes and after time was called there was a strong desire on the part of some to continue the discussion. It was suggested by one participant that the trainer give the group a definition of each of the words, since the group did not arrive at one definition. This question gave rise to a 20 minute training exercise which the participant was asked to consult the group and to get a group decision, as to whether or not the question represented the felt needs of the group. This participant was given his first lesson in felt needs of a community. He was "chopped up" and told by members of the group that they resented his suggesting that the trainer tell them what the words meant, when they could get these definitions from a dictionary, if they wanted this kind of information. One participant told him that he was refusing to think and wanted the easy way out. It is interesting to note that this same person who asked the trainer for the word definitions, and attempted to organize the group around his felt needs, was also the person who said that a good leader is one who can recognize the needs of the people and make them move (See item 4). Training must deal with both information and behavior.

Blackboard Illustration on Leadership and Felt Needs

Participants were asked to direct their attention to the blackboard. The chart below was put on the board. The objective was to illustrate relationship between leadership and felt needs.

History of Events in the Civil Rights Movement

Dates	Events	Led By
1954		
1955		
1956		
1957		
1960		
1961		
1962		
1963		
1964		
1965		
1966		
1967		
1968		

Participants were asked to relate the dates with events in the Civil Rights Movement and list the name of the person or persons who led the Movements. It should be noted here that many students could not relate with many of these dates. In fact, when told some of the historical developments, many participants were astonished. With the group looking at the blackboard, the trainer asked, "Did these events grow out of the felt needs of the people?"

The following responses were heard:

1. Those are the felt needs of the Negroes in each of those communities.
2. Those are the felt needs of the people.
3. Those are my felt needs.
4. Those are the felt needs of every black and white american.

Participants were then asked to look real hard at the blackboard and see if those things listed were their felt needs. After a ten minute discussion, a few members got in touch with the words, "felt needs" and said, "I think I have an answer relating to the listed events. I think that what is listed on the blackboard are the felt needs of certain persons who led those movements." In other words, these needs were felt by those who led these movements and others were solicited to aid in carrying out these movements.

One participant reminded the group of the young man who suggested that the trainer define the three words for the group when actually these were his felt needs and not the group's, and therefore he was unable to organize the group around his felt needs because there were some who did not want to deal with his needs.

The trainer discussed with group the significance of closing "gaps" between national leaders and local leaders, educated and uneducated leaders and their constituents, and peers, rich and the poor, and definitely black and white must be closed. Leaders sensitive, flexible, and responsive to the needs of the people are very rare.

Community Organization

The training for community organization was broken into two phases.

1. A lecture on the role and significance of sensitivity, and an exploration of the terms and processes of community analysis, management of conflict, the basic principles and steps of organizing, and the role of the organizer.

2. A laboratory exercise on organizing a community, using the "here and now" approach, with trainees making up the community in the first phase.

Staff associate Hank Smith talked about the tremendous need for volunteer community organizers on the grass root level, to service the approximately 7,500 local organizations which are autonomous and unaffiliated with any national civil rights organization.

Statistics on public spending for defense, tobacco, liquor, cosmetics and toiletries were compared to expenditures on welfare, war on poverty and training the unemployed. The lecture emphasized that the poor must be organized to help themselves, and to form power bases if they are to be heard in a modern complex society, which has established its own mechanisms of social change and control. The poor could develop pressure groups if organizers were available. The college community is a resource. Building on the foundation which was already set or which was going to be set by Spiver Gordon in his session on Leadership Techniques. Hank talked about the relationship of group development to felt needs.

The following examples were used for discussion:

1. Persons who want cheaper food prices, form food buying clubs or consumer cooperatives.
2. Persons who wish to save or want economical loans, organize credit unions.

Following the lecture the trainees were asked to relate to five words: 1. Needs, 2. Resources, 3. Planning, 4. Implementation, and 5. Evaluation. The words represent the processes of group action. The discussion further led to dealing with the four steps to organizing: 1. Felt Needs, 2. Post Project (group-or organization) 3. Self Help (often left out) and, 4. Demonstration Project (what the people decided to do).

Materials on political strength and problem solving were distributed. Since the trainees had developed a reasonable understanding of the lectures and discussion, phase two was then put into operation.

Training Exercise on Community Organization

The trainer removed himself from the group and informed them that he was available for consultation if necessary. The task was for the group to organize Miles College-Room-3 into a community. It was at this point that participants began to truly learn the dynamics of organizational development, and to increase their understanding of human relations, and to sense the problems encountered by community organizers. The struggle to define leadership and to set goals for themselves was difficult and challenging.

Another group was given a task to select two organizers and train them to organize a community. The group spent about ten minutes trying to choose two organizers, after about five minutes of silence, the organizers were finally chosen and trained.

The trainees put the lecture to a test and they passed. They taught each other how to listen, how to lead, and how to help without telling what to do.

Recognizing the need for developing skills in problem solving, SEDFRE's publication "Guidelines for Problem Identification, Analysis and Strategy Planning" was distributed and discussed with each group in the Community Organization session.

Conclusion

College community workshops must begin a permanent part of SEDFRE's training program. Black students can provide a new type of Black leadership and bridge the gap between the Black Bourgeoise and the Black masses. The workshops can help unviersity officials help make the college curriculum relevant to community problems. SEDFRE, a movement organization with a capable and trusted staff can minimize the frustrations of college students and develop them into effective change agents through the type of training we conducted at Miles College. Maybe, we should attempt to involve high school upperclassmen.

This evaluation and supporting statements by Lorenzo Brown, Instructor and John Monro, Dean of Freshman Studies, of Miles College, should be sent to the administrators of the 119 Black Colleges in the United States.

January 25, 1967

Mr. Lorenzo Brown, Instructor
Miles College
Freshman Study Program
Birmingham, Alabama 35208

Dear Brother:

I have taken the liberty of transporting the three hundred books (300) in four (4) separate cartons, via Grey Hound, this will take 1 1/2 days. To facilitate matters I have sent the books C.O.D. and I am enclosing a copy of the invoice #R 440-927. The total cost to you will be $19.30 for delivery and I suggest strongly that you be at the Grey Hound terminal some time Monday.

The packages have been insured, but please be sure to take a certified check or cash, it's the only way Grey Hound will do business (how about that).

In regard to the three hundred (300) books the cost will be $150.00 and being that we IS a poor organization---- send the check out right now man, whether or not you get the books.

I will see Ronnie on Monday and push our workshop. By the way there will be some extra correspondence in this mail. You know how it is when you've got black (BLACK) secretaries.

P.S.
By the way I don't mind if you correspond back, and I don't mean to me. In fact I think you had better man.

See you soon,

H

HANK

HGS:lb

December 7, I967

MILES COLLEGE
BIRMINGHAM, ALABAMA 35208

DIVISION OF SOCIAL SCIENCE

DEC 11 1967

Dear Hank and Ronnie,

How have you guys been. I suppose you thought I had forgotten all about you since I did not write since leaving New York. Actually, the trick to it is that I have been kept so busy since I got here that I have not even had the time to finish off that damn thesis, much less to keep up with my correspondence.

Your white secretary and I talked today and she refused to give me a number where I could get in contact with you in Mississippi. I told you you had better stick with black women.

I was trying to reach you to tell you about the really great role I am prepared to invite you to play here in Birmingham. We need a workshop here, and we need a really big one. We want you to run it for a freshman class of from two to three hundred people as a part of the learning experience with the possibility of the bulk of the community leaders taking part also. This would be as early in the next year as will fit your schedule.

My numbers are 785-9270 and 786-528I, call the first one at night. If you could give me a call as soon as you get this, I would appreciate it like groovy.

Say hello to the girls for me.

Buddies,

Lorenzo

Lorenzo Brown

MEMORANDUM

January 25, 1968

TO: RONNIE MOORE
HANK SMITH

FROM: LORENZO BROWN

BJECT: MILES COLLEGE (Background for workshop - February 12th - 14th)

The Miles students have just finished their first semester of the social science course. The course used Black history and a cursory glance at current events in its attempts to awaken the students and start them thinking critically. They were most impressed by the history and are now ready (and raring to go in many cases) into some application of the methodology they ahve grasped and ready to broaden out.

Miles College is a community college, so the bulk of the people in the freshman class will be from Birmingham and its environs. 99% or more of the rest are from Alabama and the south.

The students are about 250 and we will invite 25 people from the community. We will make every attempt to insure that the 25 people from the community are the most effective group to be found.

There are several things happening in the movement in and around Birmingham, but, by and large, it is a sleepy period. In Bessemer, Asbury Howard has led what was termed a successful boycott against several stores for jobs, etc.. He has stopped boycotting efforts temporarily while his group swings into voter registration drive. Mean while, Miles College has promised to gather research stuffs for the resumption of the boycotts.

In Birmingham proper, ACHR has a feeble boycott attempt started. I would say that any real effort there now, is in the courts. Dernitriuw Newton & Company are fighting school segregation cases right and left. The "Pupil Choice" thing will be taken to the Supreme Court if need be. I might add here that Tommy Wrenn has just completed an unsuccessful attempt to get a seat in the city council. His showing was awfully impressive, when taken into account what he had to work with.

Meanwhile, from the "little three", many attempts are being made to bring the people up to date on what's happening. We got a troupe together to spread "The Culture, a news sheet (only on campus so far), We have contact in the Southern Courrier (which is becoming progressive) and the latest thing is what we want you to be involved in.

As I state above, the Bessemer Project, as we call it, will be designed, on the cover, to get information for A. Howard. We will term it simply a research project so as to avoid political involvement connotations. But, we intend it to be the start of a larger scale of community action. First, because of the new level of consciousness where the students are , we expect many of them to get involved in the Bessemer movement (a good percentage of the students live there). Second, Mr. Howard, after having the research will be many, many times more effective. Third, a precedent is set for Miles College being involved in a new sort of way. Fourth, the leaders from the community will be included in the workshops. There are several other implications of your coming down, but in my terms, the most important will be the linking of Miles and the community for joint effort for the first time since 1963.

You can be certain that your efforts will be followed up, for alongside our strictly educational efforts, the freshman staff is seeking to get all the involvement in social problems that is possible.

As for the workshops proper, Hank and I discussed the possibility of giving each person four hours (including breaks) in workshops of thirty people each. That would mean each group of 30 getting two workshop periods on succeeding days of two hours each. This would work out smooth and great if you have two people there. If you can only spare one, we will probably have to increase the size of each group.

We talked about the possibility of one of the freshman staff members running a concurrent workshop. My view is that I would rather increase the workshop size, or give less hours to each participant, because I am aware of the amount of charisma that would be gained by having it worked totally from "New York" people (plus you could probably do it better). Instead, the Miles staff can be trained to follow through with your efforts (more workshops, classroom work, or what have you). In any event, we will spend as much, and only as much time as needed before we take to the field.

February 16, 1968

Dean John U. Monro
Freshman Program
Miles College
Birmingham, Alabama

Dear Dean Monro:

On behalf of Spiver Gordon and myself I would like to thank you for a most enjoyable and insightful week at Miles College. The opportunity given us to work with these young men, who represent the future leaders in their communities, by teaching them the techniques of community organization and leadership, has been most inspiring.

This coming weekend Spiver Gordon and I will be running a Police-Community Relations Laboratory, similar to one we ran in Long Island, and I am enclosing an evaluation report of it.

It will take approximately ten of my working days to write the evaluation on the Miles College workshop and as soon as it is ready, I shall send you a copy.

Please thank Mrs. Monro for her delicious beef stew and corn muffins, and for her wonderful hospitality. Give our regards to the faculty members, particularly Brothers Brown and Sapp.

With a compulsive need to serve,

Henry G. Smith, Jr., Staff Associate
Leadership Development Department

HGS:at
Enc.

MILES COLLEGE
BIRMINGHAM, ALABAMA 35208

DIVISION OF SOCIAL SCIENCE

Feb 19, 1968

SEDFRE
150 Nassau Street
New York, N Y 10038

Dear Hank and Spiver,

I had thought when you first asked me to give an evaluation of the workshop s that you gave us at Miles that it would be an easy job which I would approach with enthusiasism. But the closer I came to the time that I would put it down on paper, the more difficult it seems to appear. You see, I had been thinking in terms of my own emotional response. I felt that those workshops were some of the best events in which I have taken part. But your request for an honest appraisal leads me to believe that I should consider an objective analysis rather than the praise that my emotions would lead me to relate.

I have before me some notes on the appraisal which I got from Hubert Sapp this afternoon. His thinking coincides with a large portion of my own thinking. The analysis which is between the next two lines will be from these notes. Anything after is my own thinking.

The first note concerns what actually transpired in the workshops. The techniques that were used put the students in a situation where they had to react. And, they had to react with their brains (except when they expressed anger at Spiver). That is to say, in the workshops, the participants were forced to think about leaders and organizations analytically rather that charismatically. There is no doubt that they will take a gut reaction to guys with programs to sell from now on. Also, a miniature community was created which will serve as a reference point, not only for the students, but for us on the staff as well.

The second note concerns the technique that was used by you. You should already know the value of your methods since they have been tried and tested. But you will probably find it interesting that some things have been adopted by the regular classes here already, and we wil l probably be forced to adopt much more. For one thing, I peeked in the Ballantines' class today, and the seats were rearranged in the circular fashion. For another, at least two of the staff members are trying harder than ever to get a larger measure of autonomy in the classroom. We are now looking for ways to have valuable learning experiences wherein the students set up the rules and means for solving problems. In other words, your techniques had a tremendous effect on the teachers. Some of us had heard about what is going on in education in Red China for instance, but being in the workshops took it all out of the radical and abstract context and put into a working technical context.

Now we come to the social significance of doing the workshops in a college curriculum. Suppose on the first hand that we consider the trend toward college graduates becoming the leaders in the communities where they eventually seattle. Then, it would be great for them to have what is learned in the workshops. On the other hand, it might be far more valuable for the grass roots people to have the knowledge which the workshops give. That is, it is better in the long run that the people know what function a leader is supposed to serve than that the leader know what function he is supposed to serve, the idea being that expediency can easily be the root of double-crosses.

MILES COLLEGE
BIRMINGHAM, ALABAMA 35208

DIVISION OF SOCIAL SCIENCE

Still considering the social significance of the workshops, if they are done in the college curriculum, it can easily be seen that they could go a long way toward developing among college people a better perspective on their necessary relationship to the community. This is especially true if we assume that our staff's follow-through is an effective follow-through. When we, student and teacher, look at the schema for the organization of the community, we can only come to one place for fitting in. We must be one of the major resources. We must know how to conduct workshops on leadership techniques and community organization. We must collect data on the conditions and material resourses, know the rights of the people, and which of those rights are being violated. We should be able to give consumer education and know the where-abouts of the local power structure, etc. College, college students, and college graduates can be seen in the schema that you gave us as an effective resourse for aiding the community in realizing its felt needs.

My addition is on the social signficance level. If I could go back and do it all over again, I would have found out exactly what you were going to do, and worked our program around that. As it stands, we are luckily in pretty good shape. We are now going to go out and act as a resourse for the Bessemer community's project for more jobs. But think about what could have happened if we had been more co-ordinated. We could have simply made a project out of finding out what the felt needs were in the community. The workshops should , of course, have come in the beginning. Then we could have presented the so-called leaders here with the facts of life.

I am realizing now that I took a much too simplistic viewpoint on the solution to the long standing split between the college and the community. In hindsight, the plan that we foresaw presupposed an ability to cooperate between the community and the college. I shouldn't have trusted a guy who is the epitomy of the isolated college to un-isolate his own situation.

I am sorry to put you off like I am about to do in the next sentence. But it seems that only time will tell how deep were the implications of the workshops being done on campus in terms of social signficance. We know where emotions will lead the young people who will be becoming adults in the next four or five years. They have to know how to do what must be done in the most effective ways. Maybe we (you and I) are already too old to know what they will want to do, but we have a pretty good idea what they will see as the only recourse if they do not have the means of doing stuff any other way. We know that college students and college graduates are going to play a pretty significant role, and they just damn well better know what is coming off, or else they will create quite a chaos.

The workshops, and the follow-through that our staff will give them, will have an effect which I think can best be summed up with a little metaphor. " They give our students a blank check". They can write anything they want on it, we just give them the means by which they can cash in.

Sincerely yours,
Lorenzo Brown
Lorenzo Brown
Instructor at Miles College

SEDFRE 2/27/68

INTER-OFFICE MEMORANDUM

TO: Marvin Rich, Bonnie Moore
FROM: Hank Smith, Spiver Gordon
SUBJECT: Evaluation Of Miles College Workshop

We are passing on the evaluation of the Miles College Workshop. Please read it, evaluate it, and respond as you see fit. Our personal feelings are that it is an excellent evaluation and Spiver and I are not patting ourselves on the back too hard (although we should).

MILES COLLEGE
BIRMINGHAM, ALABAMA 35208
PHONE: 205 - 786 - 5281

March 4, 1968

Mr. Henry G. Smith
Scholarship, Education and
Defense-Fund for Racial Equality, Inc.
164 Madison Avenue
New York, New York 10016

Dear Hank Smith:

Enclosed please find check for $138.70 to pay for your trip and Spiver Gordon's trip to Miles.

It will be important to you to hear that our Bessemer field study went off without a hitch. We collected some 900 family questionnaires, on job opportunities, buying habits, and political attitudes.

I am most grateful to you and Spiver and SEDFRE. There is no question that your work here helped our students get a new, real sense of the problems of community organization and leadership. I would encourage SEDFRE to push this sort of work in the colleges. It is very important. And you guys do it well.

Thanks again,

John Monro

John Monro

JM/fhj
Enclosure
cc: President L. H. Pitts
Mr. Andrew E. Norman

MILES COLLEGE
BIRMINGHAM, ALABAMA 35208
PHONE: 205 - 786 - 5281

JAN 23 1969

January 20, 1969

MR. RONNIE MOORE
SEDFRE
164 Madison Avenue
New York, New York 10016

Dear Ronnie:

I talked to Hank on the telephone a few days ago. We need very much to have some workshops for the Freshman Class again this year. Hank pretty well convinced me that it is impossible to have any in February. So, if SEDFRE's calendar will permit it, we would like to have workshops in the first week of March. If it is impossible to have workshops in the first week of March, then we will just have to work our calendar around yours.

You already have my letters from last year. One of them goes into the purpose and aims of the Freshman program, the other deals with the effect of the workshops on our students as well as on our faculty. I have asked Dr. John Monro to send his interpretation of the contents of those two letters. You should get his letter about the same time that you get this one.

As soon as I hear from you when (and whether) workshops will be possible for us, our staff will get together and figure out the logistics of weaving the workshops into the curriculum. Hope we can have Hank and Spiver. They were fantastic last year.

Looking forward to hearing from you. Say hello to Laree and take care of the stomach.

til liberation,

Lorenzo

Lorenzo Brown

MILES COLLEGE
BIRMINGHAM, ALABAMA 35208
PHONE: 205 - 786 - 5281

February 3, 1969

Mr. Ronnie Moore
SEDFRE
164 Madison Avenue
New York, New York 10016

Dear Mr. Moore:

Lorenzo Brown, of our Faculty, has asked me to write to you to explain what we are trying to do in our Freshman Social Studies course and why SEDFRE Workshops, of the kind we were privileged to have last year, are important to us.

We have some 300 Freshmen enrolled in our Social Studies course. Almost all come from the Birmingham area. Our central objective is to make them aware of the social and economic realities of the country and the community they live in, and to try to develop in them a sense of what they can do about it. At the heart of our effort is a concern to develop an awareness of community needs, and how to discover what those are; and then how to organize the community to some effective form of joint action.

Hank Smith and Spiver Gordon spent nearly a week with us last winter, running workshops for our freshmen. The results, as you will guess, were just right. The students got the idea (as who could miss it?) and a number of them have become motivated and involved since.

I realize it is asking a lot to want Hank and Spiver back. But I can tell you it was a great thing for this College to have them here.

I hope they can be allowed to come again.

Yours very truly,

John Monro

John Monro
Director of Freshman Studies

JM:fhj

APPENDIX B,

MILES COLLEGE
BIRMINGHAM, ALABAMA 35208

DIVISION OF SOCIAL SCIENCE

Feb 19, 1968

SEDFRE
150 Nassau Street
New York, N Y 10038

Dear Mark and Spiver,

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DIVISION OF SOCIAL SCIENCE

Still considering the social significance of the workshops, if they are done in the college curriculum, it can easily be seen that they could go a long way toward developing among college people a better perspective on their necessary relationship to the community. This is especially true if we assume that our staff's follow-through is an effective follow-through. When we, student and teacher, look at the schema for the organization of the community, we can only come to one place for fitting in. We must be one of the major resources. We must know how to conduct workshops on leadership techniques and community organization. We must collect data on the conditions and material resourses, know the rights of the people, and which of those rights are being violated. We should be able to give consumer education and know the where-abouts of the local power structure,etc. College, college students, and college graduates can be seen in the schema that you gave us as an effective resourse for aiding the community in realizing its felt needs.

My addition is on the social signficance level. If I could go back and do it all over again, I would have found out exactly what you were going to do, and worked our program around that. As it stands, we are luckily in pretty good shape. We are now going to go out and act as a resourse for the Bessemer community's project for more jobs. But think about what could have happened if we had been more co-ordinated. We could have simply made a project out of finding out what the felt needs were in the community. The workshops should , of course, have come in the beginning. Then we could have presented the so-called leaders here with the facts of life.

I am realizing now that I took a much too simplistic viewpoint on the solution to the long standing split between the college and the community. In hindsight, the plan that we foresaw presupposed an ability to cooperate between the community and the college. I shouldn't have trusted a guy who is the epitomy of the isolated college to un-isolate his own situation.

I am sorry to put you off like I am about to do in the next sentence. But it seems that only time will tell how deep were the implications of the workshops being done on campus in terms of social signficance. We know where emotions will lead the young people who will be becoming adults in the next four or five years. They have to know how to do what must be done in the most effective ways. Maybe we (you and I) are already too old to know what they will want to do, but we have a pretty good idea what they will see as the only recourse if they do not have the means of doing stuff any other way. We know that college students and college graduates are going to play a pretty significant role, and they just damn well better know what is coming off, or else they will create quite a chaos.

The workshops, and the follow-through that our staff will give them, will have an effect which I think can best be summed up with a little metaphor. " They give our students a blank check". They can write anything they want on it, we just give them the means by which they can cash in.

Sincerely yours,
Lorenzo Brown
Lorenzo Brown
Instructor at Miles College

February 20, 1969

Mr. John Monro
Director of Freshman Studies
Miles College
Birmingham, Alabama 35208

Dear Mr. Monro:

Please forgive the delay in replying to your letter of February 3 and Mr. Brown's letter of January 20.

Mr. Moore has been out of the office most of this month, and has asked me to follow through on your request.

Hank Smith is now in charge of a SEDFRE project in Connecticut, where he is committed for the next six months. However, I am forwarding copies of both your letter and Mr. Brown's to Spiver Gordon who will contact you as to when the workshop can be conducted.

Sincerely,

Laree Bell
Administrative Assistant

LB:chb
cc: S. Gordon

February 20, 1969

Mr. Lorenzo Brown
Instructor
Miles College
Birmingham, Alabama 35208

Dear Lorenzo:

Sorry about the long delay in responding to your letter of January 20. January and February have been wild months for us, with staff so over committed that we even considered splitting them in half. Ronnie has been so busy that I marvel that he has a stomach, but not too busy to ask me to respond to your letter and that of Dean Monro.

Hank is in charge of a project (SEDFRE) that we have taken on in Waterbury, Connecticut and is committed there for the next six months. However, I called Spiver Gordon and told him of your request; he should be getting in touch with you shortly, if he hasn't already. You know of course that the 1968 Miles College Workshop, is one of our favorites, and staff will be more than happy to work with you again.

Congratulations again on your marriage.

Sincerely,

Laree Bell
Administrative Assistant

LB:chb
cc: Spiver Gordon

CASE HISTORY IN COMMUNITY ORGANIZATION

Setting: An organizer talks to a Co-op member about a house meeting.

Organizer: Hi, Mr. Parker

Parker: Good Morning

Organizer: We would like to hold house meeting in your neighborhood to discuss the co-op. We want to know what the members think and feel.

Parker: Great, we need a meeting. I'll be glad to hold one in my house. A lot of people like the co-op and they think its good. But some people -------

Organizer: Pardon me for cutting you off, but we want to discuss the fertilizer at the meeting too.

Parker: Will the coop sell the fertilizer on a cash basis or credit.

Organizer: Cash well, since you have agreed to the meeting; I think I'll be moving on.

Parker: So long

CASE HISTORY IN COMMUNITY ORGANIZING

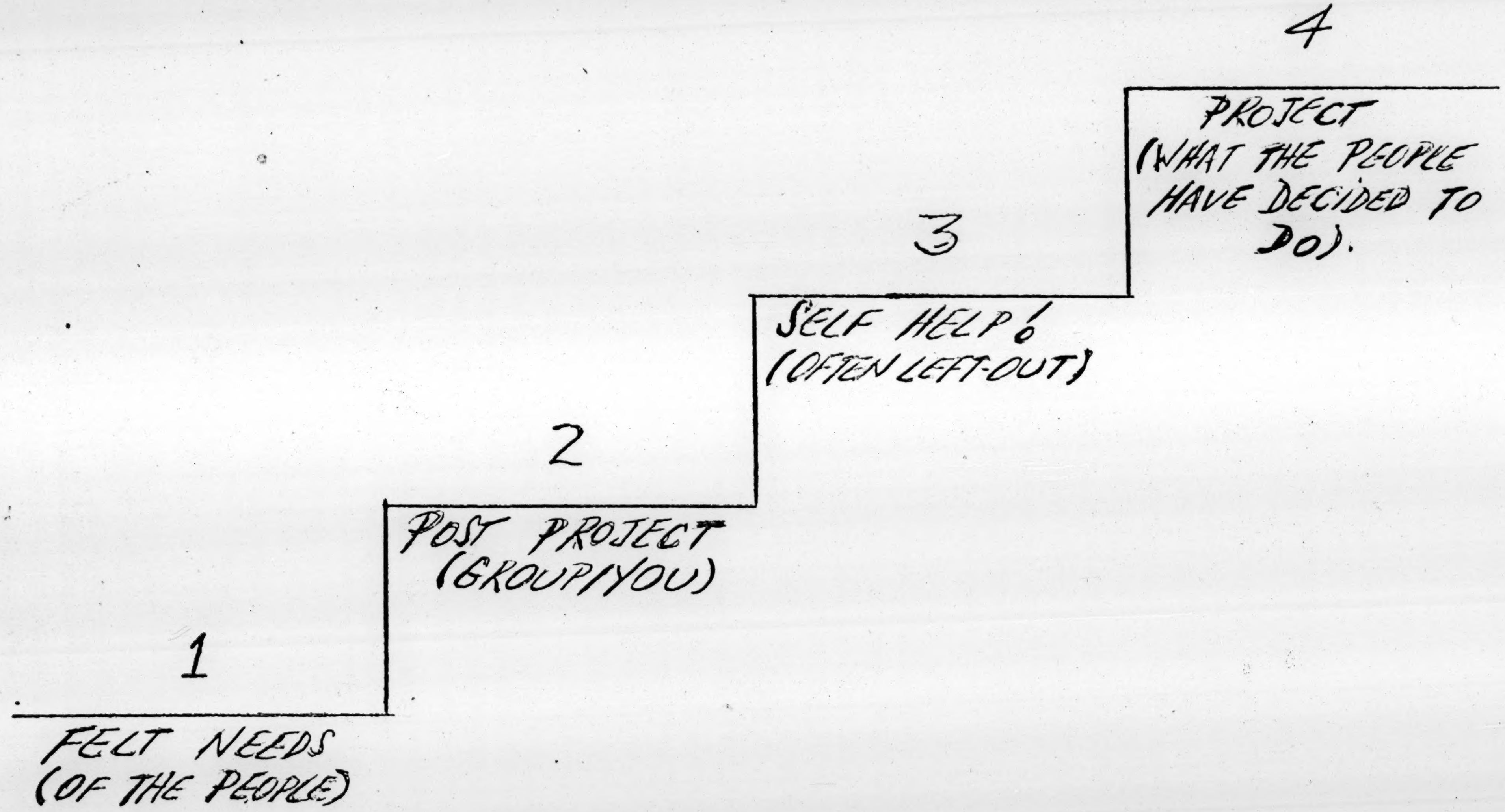
Setting - The organizer is making door to door contacts in the area where he is working.

Organizer: Hello, Mrs. Smith

Mrs. Smith: Hi, Oh! I remember you. I was at the house meeting last Tuesday at Mrs. Jones' house that was where I saw you.

Organizer: Well thats good, if you were at the house meeting, I don't need to talk with you. Goodbye.

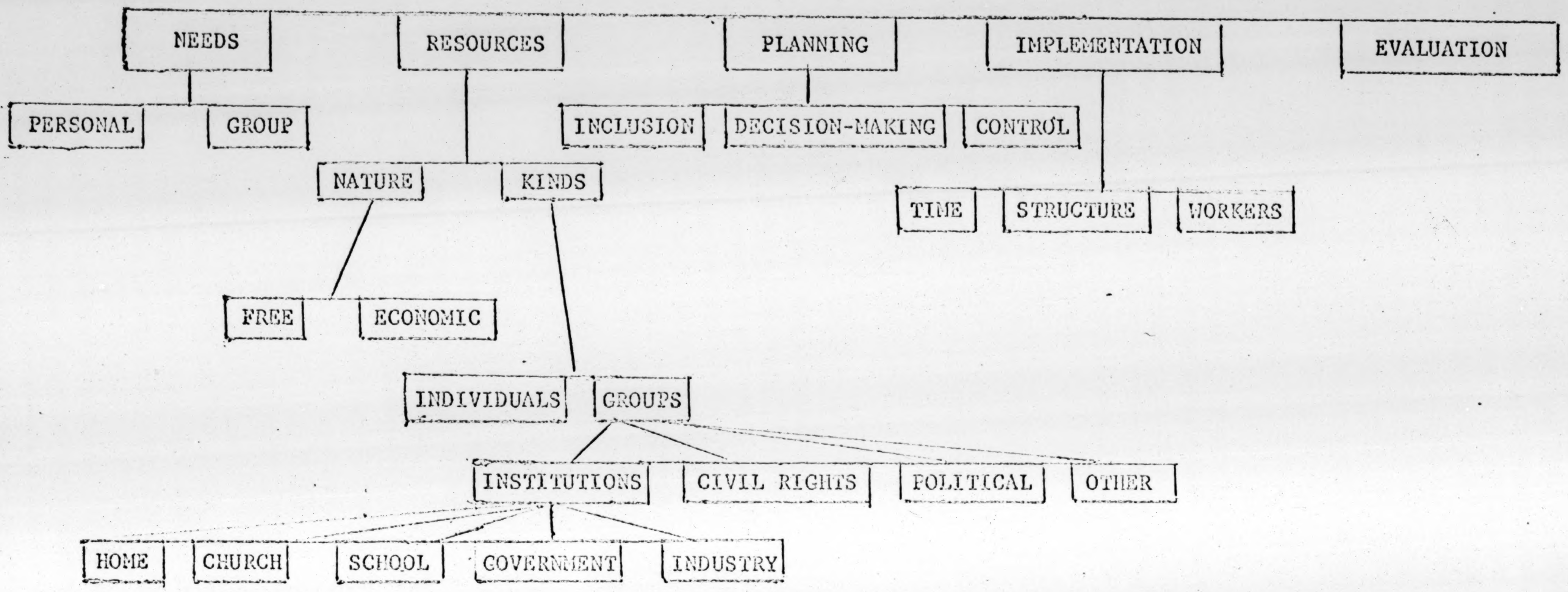
FOUR (4) MAJOR STEPS OF ORGANIZING


4
PROJECT
(WHAT THE PEOPLE
HAVE DECIDED TO
DO).
3
SELF HELP!
(OFTEN LEFT-OUT)
2
POST PROJECT
(GROUP/YOU)
1
FELT NEEDS
(OF THE PEOPLE)

Distributed by: S.E.D.F.R.E. 164 Madison Avenue, New York, N.Y. 10016 (212) 532-8216

②

COMMUNITY LEADERSHIP IN ACTION


NEEDS
RESOURCES
PLANNING
IMPLEMENTATION
EVALUATION
PERSONAL
GROUP
INCLUSION
DECISION-MAKING
CONTROL
NATURE
KINDS
TIME
STRUCTURE
WORKERS
FREE
ECONOMIC
INDIVIDUALS
GROUPS
INSTITUTIONS
CIVIL RIGHTS
POLITICAL
OTHER
HOME
CHURCH
SCHOOL
GOVERNMENT
INDUSTRY

Scholarship, Education and Defense Fund for Racial Equality, Inc.
150 Nassau Street - Room 1030, New York, New York 10038

December, 1967

AD.

GUIDELINES for PROBLEM IDENTIFICATION, ANALYSIS AND STRATEGY PLANNING

Scholarship, Education and Defense Fund for Racial Equality, Inc.
150 Nassau Street - Room 1030, New York, New York 10038

PROBLEM IDENTIFICATION

1. What Problems Confront Cooperative Organizers?

2. How Do I Feel About The Problems?

3. What Are The Major Problems?

4. What Are The Minor Problems?

5. What Is The Most Important Problem To Me?

6. What Is The Most Important Problem To The Group?

PROBLEM ANALYSIS

1. State The Problem.

2. How Do You Know There Is A Problem?

- Who Does What
- What Seems To Happen
- Who Is Affected By The Problem and How?
- Summarize The Consequences of the Problem.

3. Where Do You Fit Into The Problem

- How Are You Involved?
- Who Are The Enemies.
- Who Are Your Supporters?

STRATEGY ALTERNATIVES

1. State the problem

2. What have you tried to do about it? List as many things you have tried to do as you can.

   What happened?

3. Is there anything you haven't done?

4. What would you like to do about the problem? List as many things as possible.

   What might happen?

5. Is there a way in which a cooperative could solve the problem.

6. Choose the most promising solution and describe in detail what you would do.

by the war in Vietnam, complain that Lyndon Johnson has abdicated leadership on America's top domestic problem. The White House counters that it has produced programs but a punitive Congress has tried to tie its hands. Congressional conservatives blame Negro extremists and the Negroes blame white racist attitudes. And nobody seems to be able to break the cycle.

Yet the current drift and demoralization cannot be allowed to continue indefinitely. Millions of middle-class and working-class Negroes are making steady advances, but others—a restless, tindery *lumpenproletariat*—are drifting further behind. There is no Arcadian tranquillity the nation could recapture if only the black firebrands and the white backlashers would hold their tongues.

Since 1940, 3.7 million Southern Negroes have migrated North, many to the cities, and they are still coming at the rate of 200,000 a year. Right now, Washington, D.C. (63 per cent), Newark (51 per cent), and Gary Ind. (55 per cent) have Negro majorities, and within fifteen years they are likely to be joined by Baltimore, Chicago, Cleveland, Detroit, Oakland, Philadelphia, St. Louis and Trenton. One out of every nine Americans today is Negro, but the black birth rate is exploding. According to the census clock, the 200 millionth American will be born sometime next week—and the chances are one in six that the baby will be black. If he is, the odds are roughly even that he will live part of his childhood in a broken home, three in five that the public dole will support him sometime before he reaches eighteen, two in five that he will drop out of school.

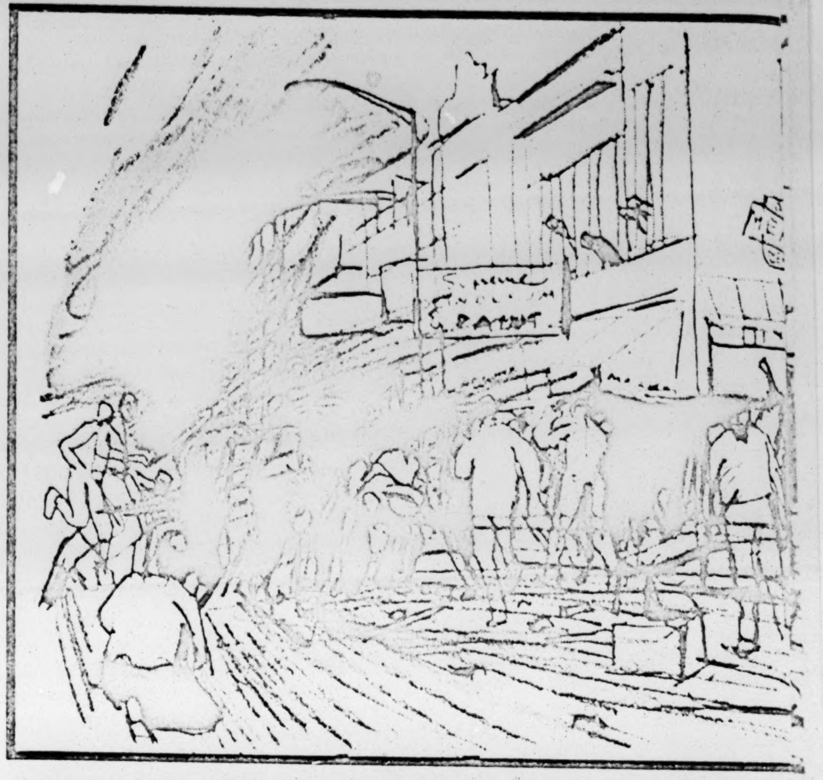
'What shocked me was how normal it looked to have those soldiers outside Hudson's'

The black riots—the most sustained spasm of civil disorder in the violent history of a violent country—have already changed America's comfortable image of itself. Speculation about black guerrilla warfare in the streets is already a staple of conversation among reasonable men. The likelihood that National Guard or Federal troops will be put on special alert as next summer's riot season approaches is all but taken for granted among many. So is a degree of black militance and white hostility unheard of even a few years ago. "What shocked me most about the riot," says a Detroit matron who watched the flames from her balcony, "was how *normal* it seemed to have those soldiers standing guard outside Hudson's department store when I went shopping the next day." And so it did.

By every reliable index, America will be living with its new style of normalcy for some time to come. This year post-summer racial skirmishes—especially in the schools—have erupted from Newark to Los Angeles. The first November explosion of the riot era shook Winston-Salem, N.C., and correspondents who accompanied Michigan's Gov. George Romney on his recent seventeen-city ghetto tour returned with the conviction that winter riots are a distinct possibility. National Guard units are getting special training. Local police are beefing up their arsenals.

In Los Angeles, for example, the cops are experimenting with a 20-ton armored personnel carrier that can tote twenty fully equipped men and boasts a .30-caliber machine gun, tear-gas launchers, a smoke screen device, chemical fire extinguishers, hoses and a siren so high-powered that its wail can temporarily stun rioters. "When I look at this thing," says one L.A. police planner, "I think, 'My God, I hope we never have to use it.' But we might as well be prepared." Besides the tank, the Los Angeles police are considering adopting electric nets, foam guns, tranquilizers, super water pistols and Mace, the disabling spray. The Detroit police are clamoring for eight armored personnel carriers, and in Cleveland the last word is a helicopter (to spot rooftop snipers), lightweight armor-plated vests and a secret twenty-page riot control plan.

Ominous as the preparations sound, they are generally in keeping with the expectations of responsible men. No one



knows for sure what direction the black rebellion may take in coming years and few expect huge Detroit-style riots to continue indefinitely. But continued serious trouble of one sort or another is the universal prediction. "A lot of violence is coming and there isn't much you can do about that," says one White House staffer. "Terrorism is a real danger," reports a Negro physician active in New York's ghettos. "They're studying at night: do-it-yourself bombs are the current fad. There will be buildings coming down." Says urban specialist Daniel Patrick Moynihan, himself something of an optimist: "There will be an increased elevation of low-level rioting and a degree of terrorism. Why shouldn't we have it? Why don't we believe what the Negro says he will do?"

These men are not alarmists by trade or temperament. Nor are men like the Urban League's Whitney Young and Bayard Rustin, the organizer of the 1963 March on Washington and one of America's most astute social theorists. Whites like to think of them as "responsible" black leaders, and there is a new note of plaintiveness in their voices these days. "There are no longer militants and moderates in the Negro leadership," says Young. "There are the sane and the insane—the builders and the burners—those within and without society." Adds Rustin, gazing at a dreary Harlem roofscape from his office on 125th Street: "I have spoken against the riots but they are nothing compared with this society's inability to move."

America spends $75 billion for defense but allots only $7 billion for welfare

Achieving that movement while there is still time is the heart of the problem. Why can't history's most affluent, technologically advanced society act to make the black man a full participant in American life? The answer is a meld of ignorance and indifference, bigotry and callousness, escapism and sincere confusion. But the inescapable truth is that so far America hasn't wanted to. On that point, there is, indeed, an American consensus—spelled out rather clearly in the way a democratic society allocates its resources. America spends $75 billion for defense but only $7 billion on welfare for the poor, $17.4 billion for tobacco and liquor but only $1.6 billion for the war on poverty, $3.2 billion for cosmetics and toiletries but only $400 million a year for the training of adult unemployed. In the early, nonviolent days of the Negro revolution, an effective coalition of interests including liberals, labor and the clergy was formed to achieve basic constitutional rights for Negroes. But there has never been a widespread alliance

MEMORANDUM

January 25, 1968

TO: RONNIE MOORE
✓HANK SMITH

FROM: LORENZO BROWN

SUBJECT: MILES COLLEGE (Background for workshop - February 12th - 14th)

The Miles students have just finished their first semester of the social science course. The course used Black history and a cursory glance at current events in its attempts to awaken the students and start them thinking critically. They were most impressed by the history and are now ready (and raring to go in many cases) into some application of the methodology they abve grasped and ready to broaden out.

Miles College is a community college, so the bulk of the people in the freshman class will be from Birmingham and its environs. 99% or more of the rest are from Alabama and the south.

The students are about 250 and we will invite 25 people from the community. We will make every attempt to insure that the 25 people from the community are the most effective group to be found.

There are several things happening in the movement in and around Birmingham, but, by and large, it is a sleepy period. In Bessemer, Asbury Howard has led what was termed a successful boycott against several stores for jobs, etc., He has stopped boycotting efforts temporarily while his group swings into voter registration drive. Mean while, Miles College has promised to gather research stuffs for the resumption of the boycotts.

In Birmingham proper, ACHR has a feeble boycott attempt started. I would say that any real effort there now, is in the courts. Dernitriuw Newton & Company are fighting school segregation cases right and left. The "Pupil Choice" thing will be taken to the Supreme Court if need be. I might add here that Tommy Wrenn has just completed an unsuccessful attempt to get a seat in the city council. His showing was awfully impressive, when taken into account what he had to work with.

Meanwhile, from the "little three", many attempts are being made to bring the people up to date on what's happening. We got a troupe together to spread "The Culture, a news sheet (only on campus so far), We have contact in the Southern Courrier (which is becoming progressive) and the latest thing is what we want you to be involved in.

As I state above, the Bessemer Project, as we call it, will be designed, on the cover, to get information for A. Howard. We will term it simply a research project so as to avoid political involvement connotations. But, we intend it to be the start of a larger scale of community action. First, because of the new level of consciousness where the students are , we expect many of them to get involved in the Bessemer movement (a good percentage of the students live there). Second, Mr. Howard, after having the research will be many, many times more effective. Third, a precedent is set for Miles College being involved in a new sort of way. Fourth, the leaders from the community will be included in the workshops. There are several other implications of your coming down, but in my terms, the most important will be the linking of Miles and the community for joint effort for the first time since 1963.

You can be certain that your efforts will be followed up, for alongside our strictly educational efforts, the freshman staff is seeking to get all the involvement in social problems that is possible.

As for the workshops proper, Hank and I discussed the possibility of giving each person four hours (including breaks) in workshops of thirty people each. That would mean each group of 30 getting two workshop periods on succeeding days of two hours each. This would work out smooth and great if you have two people there. If you can only spare one, we will probably have to increase the size of each group.

We talked about the possibility of one of the freshman staff members running a concurrent workshop. My view is that I would rather increase the workshop size, or give less hours to each participant, because I am aware of the amount of charisma that would be gained by having it worked totally from "New York" people (plus you could probably do it better). Instead, the Miles staff can be trained to follow through with your efforts (more workshops, classroom work, or what have you). In any event, we will spend as much, and only as much time as needed before we take to the field.

★ Wednesday, February 7, 1968 THE CHRISTIAN SCIENCE MONITOR

Crispus Attucks and Swahili

Just as this already tumultuous decade was getting under way, a friendly white was talking to a Negro. "The Irish have made it in American society," he said. "The Italians have made it. The Poles have made it. The Jews have made it. Even the Chinese have made it. The Negroes have been here longer than the Chinese. What do the Chinese have that Negroes haven't that has enabled them to make it here ahead of you?" The black man's answer was terse: "Dragons!"

It was a response even more perceptive than it was humorous. Every ethnic group that has "made it" in American society has been helped to make it by having, to begin with, on American shores a family unit, a social cohesion and a deeply rooted cultural background and history. None of them ever started in the New World stripped of identity and of awareness of their roots. Such, however, was the lot of the black American. Not only was he forcibly stripped of his identity, but he was forcibly reduced to chattel status.

Slavery was abolished more than a century ago. Yet the upheavals of today within American society are the consequences of the still needed catharsis on both sides before thinking can be completely purged of the residue of self-justification, prejudice, shame and humiliation left by two centures of institutionalized bondage.

Against this background must be seen such moves as the decision of the school authorities in the New Jersey city of Newark to declare March 5 Crispus Attucks Day, and the beginning this month of Swahili courses in one of New York City's largely black secondary schools. For the uninitiated, it may be necessary to recall that: (1) Crispus Attucks was a Negro whom British soldiers gunned down during the Boston Massacre of March 5, 1770 — six years, be it noted, before the Declaration of Independence; and that Swahili is the African language spoken over the widest geographical area of Africa — although not by the most people in Africa.

Some sticklers may want to start an argument over whether Attucks was whole or only part Negro; over whether the Massacre was really a precursor of the revolutionary struggle; or over whether Swahili, per se, is worth more as a language than, say, Greek or Latin. Of course, they would be missing the point. And in the eyes of many blacks, they would be seeking less to establish historical accuracy or an objective evaluation of tongues than striving still to deny the black man his identity.

Crispus Attucks Day in Newark and Swahili in New York City are in fact an understandable step forward toward acquisition by blacks of the dragons so long denied them.

MILES COLLEGE

SCHEDULE OF CLASSES
Second Semester, 1967-68

DIVISION OF EDUCATION

EDUCATION

COURSE NO.	COURSE TITLE	CR. HRS.	HOURS OF DAY	DAYS OF WEEK	BLDG.	ROOM NO.	INSTRUCTOR
111	Effective Living	1	3:30	Mon.	Ersk.	3	Mrs. L. Galt
112-1	Effective Living	1	1:30	Mon.	Ersk.	3	Mrs. L. Galt
112-2	Effective Living	1	10:00	Wed.	Ersk.	1	Mrs. E. Jones
112-3	Effective Living	1	2:30	Tues.	Ersk.	3	Mrs. L. Galt
112-4	Effective Living	1	11:00	Tues.	Ersk.	1	Mrs. E. Jones
112-5	Effective Living	1	2:30	Thurs.	Ersk.	1	Mrs. E. Jones
112-6	Effective Living	1	10:00	Mon.	Ersk.	1	Mrs. E. Jones
112-7	Effective Living	1	9:00	Tues.	Ersk.	1	Mrs. L. Galt
112-8	Effective Living	1	1:30	Thurs.	Ersk.	1	Mrs. L. Galt
112-9	Effective Living	1	11:00	Thurs.	Ersk.	3	Mrs. L. Galt
112-10	Effective Living	1	9:00	Thurs.	Ersk.	1	Mrs. E. Jones
112-11	Effective Living	1	10:00	Fri.	Ersk.	1	Mrs. E. Jones
112-12	Effective Living	1	[illegible] 2:30	~~Thurs.~~ Fri	Ersk.	3	Mrs. L. Galt
301	Intro. to Education	3	1:30	MWF	Ala.	7	Mrs. Blissett
304	Prin. of H.S. Teaching	3	1:30	MWF	Ala.	3	Miss M. Smith
305	Mat.&Meth. of H.S. Math.	3	10:00	MWF	Main	301	Mr. Moseby
306	Prin. of Elem. Tchg.	3	9:00	MWF	Ala.	8	Dr. A. Blanco
310-1	Mat. & Meth. of Lang. Arts	3	8:00	MWF	Ala.	5	Mrs. V. Martin
310-2	Mat. & Meth. of Lang. Arts	3	11:00	MWF	Ala.	5	Mrs. V. Martin
402	Hist. & Phil. of Ed.	3	2:30-3:45	TT	Ala.	3	Dr. F. Pearson
403	Eval. & Measurements	3	10:00	MWF	Ala.	3	Miss M. Smith
407	Mat. & Meth. of Tchg. Science	3	3:30	MWF	Ala.	8	Dr. A. Blanco
408	Mat. & Meth. of Tchg. Social Studies	3	2:30	MWF	Ala.	5	Mrs. V. Martin
401	Guidance	3	1:30	MWF	Ersk.	1	Mrs. E. Jones
450	Directed Teaching	4	9:00	Daily	Ala.	7	Mrs. Blissett
460	Seminar for Student Tchrs-	2	TBA		Ala.	7	Mrs. Blissett
500	General Seminar	0	2:30-4:00	(2nd & 4th Mondays)	Ala.	3	Staff

Math 204E - Math. for Elem. Tchrs-3- 2:30-3:45 TT Ala.8 Dr. A. Blanco

(CONTINUED ON NEXT PAGE)

COURSE NO.	COURSE TITLE	CR. HRS.	HOURS OF DAY	DAYS OF WEEK	BLDG.	ROOM NO.	INSTRUCTOR

PSYCHOLOGY

201-1	Gen. Psychology	3	11:00	MWF	Ersk.	1	Mrs. E. Jones
201-2	Gen. Psychology	3	1:00-2:15	TT	Ala.	5	Mrs. V. Martin
301	Educational Psychology	3	11:00	MWF	Ala.	8	Dr. A. Blanco
302	Child Psychology	3	10:00	MWF	Ala.	4	Mrs. K. Burnes

PHYSICAL EDUCATION

101W-1	Phy. Ed. (Women)	1	10:00	Mon.	McK.	3	Mr. A. Wilkins
101W-2	Phy. Ed. (Women)	1	9:00	Mon.	McK.	3	Dr. T. Knox
101M-1	Phy. Ed. (Men)	1	9:00	Tues.	McK.	3	Mr. A. Wilkins
101M-2	Phy. Ed. (Men)	1	1:30	Mon.	McK.	3	Dr. T. Knox
102M-1	Phy. Ed. (Men)	1	10:00	Wed.	McK.	3	Mr. A. Wilkins
102M-2	Phy. Ed. (Men)	1	11:00	Mon.	McK.	3	Dr. T. Knox
102M-3	Phy. Ed. (Men)	1	10:00	Thurs.	McK.	3	Dr. T. Knox
102M-4	Phy. Ed. (Men)	1	10:00	Tues.	McK.	3	Mr. A. Wilkins
102W-1	Phy. Ed. (Women)	1	9:00	Wed.	McK.	3	Mr. A. Wilkins
102W-2	Phy. Ed. (Women)	1	9:00	Thurs.	McK.	3	Mr. A. Wilkins
102W-3	Phy. Ed. (Women)	1	9:00	Fri.	McK.	3	Dr. T. Knox
102W-4	Phy. Ed. (Women)	1	11:00	Wed.	McK.	3	Dr. T. Knox
102W-5	Phy. Ed. (Women)	1	1:30	Wed.	McK.	3	Dr. T. Knox
309	Health Education	2	11:00	TT	McK.	3	Dr. T. Knox

DIVISION OF HUMANITIES

ART

301-1	Art Appreciation	2	1:30-3:30	Mon.	Ala.	24	Mr. M. Gill
301-2	Art Appreciation	2	1:30-3:30	Wed.	Ala.	24	Mr. M. Gill
302-1	Art Appreciation	2	1:30-3:30	Tues.	Ala.	24	Mr. M. Gill
302 2	Art Appreciation	2	1:30-3:30	TH	Ala.	24	Mr. M. Gill

ENGLISH

202-1	World Literature	3	8:00	MWF	Ala.	22	Mrs. Fishman
202-2	World Literature (Eng. Majors)	3	9:00	MWF	Ala.	22	Mrs. Royster
202-3	World Literature	3	10:00	MWF	Ala.	22	Mrs. Satisfield
202-4	World Literature	3	11:00	MWF	Ala.	22	Mrs. Satisfield
202-5	World Literature	3	1:30	MWF	Ala.	22	Sister Peters
202-6	World Literature	3	2:30	MWF	Ala.	22	Sister Peters
202-7	World Literature	3	8:00	TTS	Ala.	22	Mr. D. Huisman
306	Phonetics & Linguistics	3	11:00	MWF	Ala.	24	Mr. D. Huisman
352	17th Cent. Prose & Poetry	3	9:00	MWF	Ala.	24	Mrs. Satisfield

(CONTINUED ON NEXT PAGE)

COURSE NO.	COURSE TITLE	CR. HRS.	HOURS OF DAY	DAYS OF WEEK	BLDG.	ROOM NO.	INSTRUCTOR
355	Romantic Poetry	3	1:30-3:00	TT	Ala.	22	Sister Peters
405	American Lit.	3	10:00	MWF	Ala.	27	Mrs. Royster
412	Shakespeare	3	1:30	MWF	Ala.	5	Mr. B. Martin
413	Play Production	3	1:30-3:00	TTH	Ala.	27	Mr. B. Martin
456	Modern Poetry	3	9:00	MWF	Ala.	25	Mr. D. Huisman
503	Creative Writing	3	1:30-3:00	TTH	Ala.	5	Mr. J. McCluskey

FRESHMAN ENGLISH

COURSE NO.	COURSE TITLE	CR. HRS.	HOURS OF DAY	DAYS OF WEEK	BLDG.	ROOM NO.	INSTRUCTOR
101-1	Freshman English	4	9:00	M-F	Ala.	3	Miss B. Gates
101-2	Freshman English	4	9:00	M-F	Ala.	4	Staff
101-3	Freshman English	4	10:00	M-F	Main	304	Staff
101-4	Freshman English	4	11:00	M-F	Ala.	25	Staff
101-5	Freshman English	4	1:30	M-F	Tag.	102	Staff
102-1	Freshman English	4	8:00	M-F	Ala.	3	Mr. C. Grey
102-2	Freshman English	4	8:00	M-F	Ala.	4	Mr. D. Woods
102-3	Freshman English	4	8:00	M-F	Ala.	6	Mr. R. Riordan
102-4	Freshman English	4	8:00	M-F	Ala.	8	Dr. J. Monro
102-5	Freshman English	4	10:00	M-F	Ala.	5	Mr. C. Grey
102-6	Freshman English	4	10:00	M-F	Ala.	24	Mr. R. Riordan
102-7	Freshman English	4	10:00	M-F	Ala.	8	Miss B. Gates
102-8	Freshman English	4	10:00	M-F	Ala.	25	Mr. McCluskey
102-9	Freshman English	4	11:00	M-F	Ala.	3	Mr. V. Hubka
102-10	Freshman English	4	11:00	M-F	Ala.	4	Mr. D. Woods
102-11	Freshman English	4	11:00	M-F	Ala.	6	Mr. C. Grey
102-12	Freshman English	4	11:00	M-F	Ala.	24	Mr. McCluskey
102-13	Freshman English	4	1:30	M-F	Ala.	4	Mr. R. Riordan
102-14	Freshman English	4	1:30	M-F	Ala.	8	Miss B. Gates
102-15	Freshman English	4	1:30	M-F	Ala.	23	Mr. V. Hubka
102-16	Freshman English	4	1:30	M-F	Tag.	104	Mr. D. Woods

FRENCH

COURSE NO.	COURSE TITLE	CR. HRS.	HOURS OF DAY	DAYS OF WEEK	BLDG.	ROOM NO.	INSTRUCTOR
102-1	Elem. French	3	8:00	MWF-	Ala.	23	Dr. C. Doane
102-2	Elem. French	3	8:00	MWF	Ala.	25	Mr. M. Lubic
102-3	Elem. French	3	9:00	MWF	Ala.	23	Dr. C. Doane
102-4	Elem. French	3	9:00	MWF	Ala.	24	Mr. M. Lubic
102-5	Elem. French	3	1:30	MWF	Ala.	25	Mr. M. Lubic
202-1	Intermediate French	3	11:00	MWF	Ala.	23	Dr. C. Doane
202-2	Intermediate French	3	8:00	TTS	Ala.	25	Mr. M. Lubic
202-3	Intermediate French	3	9:00	TTS	Ala.	23	Dr. C. Doane
202-4	Intermediate French	3	9:00	TTS	Ala.	25	Mr. M. Lubic
202-5	Intermediate French	3	2:30	MWF	Ala.	23	Dr. C. Doane

(CONTINUED ON NEXT PAGE)

COURSE NO.	COURSE TITLE	CR. HRS.	DAYS OF WEEK	HOURS OF DAY	BLDG.	ROOM NO.	INSTRUCTOR

HUMANITIES

202-1	Humanities	3	9:00	MWF	Ala.	6	Mr. Vincent
-	Art Lab		9:00	Tues. -	Tag.Lec.		Mr. Gill
202-2	Humanities	3	9:00	MWF	McK.	1	Dr. Havice
-	Art Lab		9:00	Tues. -	Tag.Lec.		Mr. Gill
202-3	Humanities	3	10:00	MWF	Ala.	6	Mr. Vincent
-	Art Lab		9:00	Thurs. -	Tag.Lec.		Mr. Gill
202-4	Humanities	3	10:00	MWF	McK.	1	Dr. Havice
-	Art Lab		9:00	Thurs. -	Tag.Lec.		Mr. Gill
202-5	Humanities	3	1:30	MWF	Ala.	6	Mr. Vincent
-	Art Lab		10:00	Tues.	Tag.Lec.		Mr. Gill
202-6	Humanities	3	1:30	MWF	McK.1		Mr. Raitt
-	Art Lab		10:00	Tues.	Tag.Lec.		Mr. Gill
202-7	Humanities	3	2:30	MWF	Ala.	6	Mr. Vincent
-	Art Lab		10:00	Thurs.	Tag.Lec.		Mr. Gill
202-8	Humanities	3	2:30	MWF	Ala.	8	Mr. Raitt
	Art Lab		10:00	Thurs.	Tag.Lec.		Mr. Gill
350	Black Humanities	3	10:00	MWF	Ala.	23	Miss Williams
302	Creative Dance	2	11:00	TTH	S.U.B.		Mrs. L. Knox

PHILOSOPHY

302	Hist. of Philosophy	3	11:00	MWF	McK.4		Mr. Vincent

RELIGION

101 -	Old Testament	2	2:30	MW	Ersk.3		Rev. Galt
102-1	New Testament	2	8:00	MW	Ersk.3		Rev. Whelchel
102-2	New Testament	2	9:00	MW	Ersk.3		Rev. Whelchel
102-3	New Testament	2	10:00	MW	Ersk.3		Mr. Raitt
102-4	New Testament	2	11:00	MW	Ersk.3		Rev. Galt
102-5	New Testament	2	1:30	TTH	Ersk.3		Rev. Galt
102-6	New Testament	2	8:00	TTH	Ersk.3		Rev. Whelchel
102-7	New Testament	2	9:00	TTH	Ersk.3		Rev. Galt
102-8	New Testament	2	10:00	TTH	Ersk.3		Mr. Raitt
300	Comp. (World) Religions	3	1:30- 3:00	TTH	Main 104		Mr. Raitt

SPANISH

102-1	Elem. Spanish	3	9:00	MWF	Ala.27		Dr. M. Pares
102-2	Elem. Spanish	3	11:00	MWF	Ala.27		Dr. M. Pares
202-1	Inter. Spanish	3	1:30	MWF	Ala.27		Dr. S. Pares
202-2	Inter. Spanish	3	10:00	TTS	Ala.27		Dr. S. Pares

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COURSE NO.	COURSE TITLE	CR. HRS.	DAYS OF WEEK	HOURS OF DAY	BLDG.	ROOM NO.	INSTRUCTOR
		MUSIC					
102	Solfeggio	2	TBA				Kormany
103	Intro. to Mus. Apprec.	2	~~9:00~~	~~TTH~~	~~McK.1~~		Mrs. Reynolds
202	Elem. Harmony	3	2:30	MWF	McK.1		Mrs. Reynolds
203	Music History	2	10:00	TTH	McK.2		Mr. Kormany
301	Public School Music	2	10:00	TTH	McK.1		Mrs. Reynolds
302	Public School Music	2	2:30	TTH	McK.1		Mrs. Reynolds
401	Conducting	2	TBA				Mr. Kormany
421/422	Applied Music (Organ)		TBA				Mr. Kormany
421/422	Applied Music (Voice)		TBA				Mr. Kormany
421/422	Applied Music (Piano)		TBA				Mrs. Reynolds

GRAMMAR CLINIC

Section 1 - 9:00 TTH - Ala. 6 - Dr. J. Monro
Section 2 - 9:00 TTH - Ala. 8 - Sister Peters
Section 3 - 9:00 TTH - Ala. 22 - Mr. B. Martin
Section 4 - 9:00 TTH - Ala. 24 - Mrs. W. Satisfield
Section 5 - 9:00 TTH - Ala. 27 - Mr. D. Huisman
Section 6 - 11:00 TTH - Ala. 5 - Sister Peters
Section 7 - 11:00 TTH - Ala. 8 - Mrs. B. Royster
Section 8 - 11:00 TTH - Ala. 22 - Mr. B. Martin
Section 9 - 11:00 TTH - Ala. 23 - Mr. D. Huisman
Section 10 - 11:00 TTH - Ala. 27 - Mrs. W. Satisfield

DIVISION OF NATURAL SCIENCES

BIOLOGY

102	Gen. Biology	3	11:00	MWF	Tag.Lec.	Mr. J. Finley
	Laboratory					
	Section 1		8-10	Thurs.		Mr. J. Finley
	Section 2		8-10	Wed.		Mr. J. Finley
	Section 3		10-12	Tues.		Mr. J. Finley
	Section 4		2:30-4:30	Tues.		Mrs. Gaskill
200	Intro. to Biology (Introductory course for majors and minors)					
		3	2:30	MWF	Tag.205	Mr. I. Braun
202	Plant Kingdom	4	10:00	MW;9F	Tag.205	Mrs. D. Garner
	Lab 10-12 Fridays					
303	Genetics	3	11:00	MWF	Tag.101	Mrs. Whatley
304	Embryology	4	11:00	TT	Tag.202	Mrs. D. Garner
	Lab. Tuesday & Thursdays 1:30-3:30				Tag. 203	
408	Radiation Biology	3	1:30	WF (Lec.)	Tag.202	Mr. Finley
	Lab - 3:30-5:30 Thursdays					
411	Microtechnique	3	8:00	Tues.(Lec.)	Tag.202	Mrs. Garner
	Lab - 4 hours/week - TBA					
500	General Seminar		TBA			Dr. Arrington

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COURSE NO.	COURSE TITLE	CR. HRS.	HOURS OF DAY	DAYS OF WEEK	BLDG.	ROOM NO.	INSTRUCTOR
	CHEMISTRY						
202	Gen. Chemistry	3	8:00	MWF	Tag.304		Mr. Harvey
	(Non Science Majors) Lab 1:30-3:30 Thursdays						
202M	Gen. Chemistry	4	9:00	MWF	Tag. 304		Dr. McPherson
	(For Science Majors Only) Lab - Tues. 9-12						
302	Quant. Analysis	4	2:30	MW (Lec.)	Tag.303		Mr. Donley
	Lab. 3:30-5:30 Tues.; 2:30-4:30 Fridays						
402	Organic Chemistry	4	9:00	MWF (Lec.)	Tag.305		Dr. Crute
	Lab 9-11 TTH						
404	Phy. Chemistry	4	8:00	TTH (Lec.)	Tag.305		Dr. Crute
	Lab 2:30-4:30 MW						
407	Biochemistry	3	1:30	MWF (Lec.)	Tag.304		Dr. Crute
500	General Seminar	0	TBA				Staff
	MATHEMATICS						
102-1	Freshman Math.	3	9:00	MWF	Tag.102		Mr. Sutton
102-2	Freshman Math.	3	10:00	MWF	Tag.102		Mr. Sutton
110	Gen. College Math.	4	9:00	MTWF	Tag.104		Mr. Moseby
111	Algebra & Trig.	3	11:00	MWF	Tag.102		Mr. Pollard
112	Analytical Geom. Cal.I	3	11:00	MTWF	Tag.103		Mr. Gaskill
211	Analytical Geom.Cal.II	3	9:00	MTWF	Tag.101		Mr. Gaskill
212	Adv. Differential	3	1:30	MTWF	Tag.101		Mr. Moseby
314	Adv. Calculus	3	10:00	MWF	Tag.101		Mr. Pollard
317	Statistics	3	2:30	MWF	Tag.102		Mr. Sutton
402	Modern Algebra	3	2:30	MWF	Tag.101		Mr. Moseby
406	Theory of Equation	3	2:30	MWF	Tag.103		Mr. Pollard
412	Adv. Integration	3	TBA				Mr. Gaskill
500	General Seminar	0	TBA				
	PHYSICAL SCIENCE						
102-1	Phy. Science	3	11:00	MWF	Tag.204		Mr. Donley
102-2	Phy. Science	3	1:30	MWF	Tag.103		Dr. McPherson
211	Physics	3	11:00	MWF	Tag.301		Mr. Harvey
	Lab. 10-12 Tuesdays						
	FRESHMAN NATURAL SCIENCE						
102-1	Natural Science	4	10:00	MWF	Tag.Lec.		Dr. McPherson
	Lab. Sec. 1A - 8-10 Thurs. - Tag. 203						
	Sec. 1B - 10-12 Thurs. Tag. 203						
102-3	Natural Science	4	9:00	MWF	Tag.Lec.		Mr. W. Donley
	Lab. Sec.3A - 9-11 Tues. - Tag. 205						
	Sec.3B - 10-12 Thurs. Tag. 205						
102-5	Natural Science	4	9:00	MWF	Tag.103		Mrs. Gaskill
	Lab. 9-11 Thurs. Tag. 301						

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FRESHMAN NATURAL SCIENCE CONTINUED

COURSE NO.	COURSE TITLE	CR. HRS.	HOURS OF DAY	DAYS OF WEEK	BLDG.	ROOM NO.	INSTRUCTOR
102-6	Natural Science	4	10:00	MWF	Tag.	103	Mrs. Gaskill
	Lab 1:30-3:30 Thurs. Tag. 301						
102-7	Natural Science	4	10:00	MWF	Tag.	104	Mr. I. Braun
	Lab 1:30-3:30 Thurs. Tag. 204						
102-8	Natural Science	4	11:00	MWF	Tag.	104	Mr. I. Braun
	Lab. 1:30-3:30 Tues. Tag. 205						
102-9	Natural Science	4	9:00	MWF	Tag.	203	Mrs. Whatley
	Lab 9-11 Tues. Tag. 203						
102-10	Natural Science	4	11:00	MWF	Tag.	203	Dr. M. Crute
	Lab. 1:30-3:30 Tues., Tag. 301						Mrs. Whatley

DIVISION OF SOCIAL SCIENCE

BUSINESS

211-1	Typewriting	1	8:00	MWF	Main	308	Mrs. White
211-2	Typewriting	1	2:30	MWF	Main	308	Mrs. Henderson
318-1	Office Machines	2	10:00	TT	Main	308	Mrs. White
318-2	Office Machines	2	1:30	TT	Main	308	Mrs. White
311	Adv. Typewriting	1	1:30	MWF	Main	308	Mrs. Henderson
314	Shorthand	2	11:00	Daily	Main	308	Mrs. Henderson
351-1	Prin. of Acct.& Machines	3	9:00	MWF	Main	301	Mr. Abascal
351-2	Prin. of Acct.& Machines	3	11:00	TTS	Main	301	Mr. Forman
351-3	Prin. of Acct.&Machines	3	11:00	MWF	Main	301	Mr. Abascal
411	Adv. Dictation & Trans.	3	10:00	MWF	Main	309	Mrs. Allen
414	Office Pract.&Procedure	3	11:00	MWF	Main	309	Mrs. Allen
436	Business English & Corr.	3	9:00	MWF	Main	304	Mrs. Henderson
450	Inter. Accounting	3	8:00	MWF	Main	301	Mr. Abascal
455	Cost Accounting	2	1:30	TT	Main	301	Mr. Abascal

ECONOMICS

202-1	Prin. of Ec.	3	8:00	MWF	Main	304	Mr. Hilliard
202-2	Prin. of Ec.	3	9:00	TTS	Main	304	Mr. Forman
324	Labor Problems	3	2:30	MWF	Main	304	Mr. Hilliard
339	Marketing	3	9:00	MWF	Main	104	Mr. Hilliard
433	Bus. Management	3	1:30	MWF	Main	301	Mr. Abascal
435	Money & Banking	3	11:00	MWF	Main	304	Mr. Hilliard
500	General Seminar		12:30	Tuesdays			
431	Bus. Gov't Relations	3	1:30	MWF	Main	304	Mr. Cook
503	Ghetto Economics	3	11:00	TTS	SS6		Mr. L. Brown

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HISTORY

COURSE NO.	COURSE TITLE	CR. HRS.	HOURS OF DAY	DAYS OF WEEK	ROOM BLDG. NO.	INSTRUCTOR
101-1	World History	3	9:00	MWF	SS2	Dr. Brettauer
102-1	World History	3	9:00	TTS	Wms.Hall	Dr. Brettauer
102-2	World History	3	11:00	TTS	Wms.Hall	Dr. Brettauer
102-3	World History	3	2:30	MWF	Wms.Hall	Mr. B. Smith
302-1	American History	3	1:30	MWF	SS4	Dr. M. Pares
302-2	American History	3	10:00	TTS	SS5	Mr. D. Burnes
406	Latin American Hist.	3	10:00	MWF	SS4	Dr. M. Pares
501	Public Administration	3	TBA			Dr. Barnett
	(Enrollment only with permission of Dr. Barnett)					
502	African Studies	3	1:30	MWF	SS3	Mr. Ballantine
500	Social Science Seminar	0	12:30	Tuesdays		Dr. S. Pares

POLITICAL SCIENCE

COURSE NO.	COURSE TITLE	CR. HRS.	HOURS OF DAY	DAYS OF WEEK	ROOM BLDG. NO.	INSTRUCTOR
202G-1	American Government	3	1:00-2:30	TT	SS4	Dr. Barnett
202G-2	American Government	3	11:00	MWF	SS5	Dr. Barnett
303	State & Local Gov't	3	9:00	TTS	SS4	Mr. H. Sapp
	Political Science Sem.	0	TBA			Mr. H. Sapp

GEOGRAPHY

COURSE NO.	COURSE TITLE	CR. HRS.	HOURS OF DAY	DAYS OF WEEK	ROOM BLDG. NO.	INSTRUCTOR
401	Regional Geo.	3	11:00	TTS	SS5	Dr. S. Pares

SOCIOLOGY

COURSE NO.	COURSE TITLE	CR. HRS.	HOURS OF DAY	DAYS OF WEEK	ROOM BLDG. NO.	INSTRUCTOR
202-1	Sociology	3	9:00	MWF	SS2	Dr. A. Fishman
202-2	Sociology (Non Majors)	3	9:00	MWF	SS4	Mrs. Ballantine
302	Social Psychology	3	8:00	TTS	SS6	Rev. Galt
303	Anthropology	3	9:00	TTS	Main 104	Mrs. Vincent
307	Marriage & the Family	3	11:00	MWF	SS6	Dr. A. Fishman
308	Population Problems	3	1:30	MWF	Main 104	Dr. McClaskey
309	Criminology	3	9:00	MWF	SS5	Mr. V. Hubka
310	Social Pathology	3	10:00	MWF	Main 104	Dr. McClaskey
401	Social Work	3	8:00	MWF	SS5	Mrs. D. Williams
402	Human Relations in Ind.	3	3:30	MWF	SS6	Dr. A. Fishman

FRESHMAN SOCIAL SCIENCE

COURSE NO.	COURSE TITLE	CR. HRS.	HOURS OF DAY	DAYS OF WEEK	ROOM BLDG. NO.	INSTRUCTOR
102-1	Freshman Soc. Science	4	8:00	M-F	SS2	Mr. Ballantine
102-2	Freshman Soc. Science	4	8:00	M-F	SS3	Mrs. Ballantine
102-3	Freshman Soc. Science	4	8:00	M-F	SS4	Mr. R. Cook
102-4	Freshman Soc. Science	4	10:00	M-F	SS2	Mr. R. Cook
102-5	Freshman Soc. Science	4	10:00	M-F	SS3	Mr. B. Smith
102-6	Freshman Soc. Science	4	10:00	M-F	SS6	Mr. L. Brown
102-7	Freshman Soc. Science	4	1:30	M-F	SS2	Dr. M. Barnett
102-8	Freshman Soc. Science	4	1:30	M-F	SS5	Mr. L. Brown
102-9	Freshman Soc. Science	4	1:30	M-F	SS6	Mr. H. Sapp
102-10	Freshman Soc. Science	4	1:30	M-F	Tag.102	Mrs. Ballantine

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COURSE NO.	COURSE TITLE	CR. HRS.	DAYS OF WEEK	HOURS OF DAY	BLDG.	ROOM NO.	INSTRUCTOR
102-11	Freshman Soc. Science	4	1:30	M-F	Tag.104		Mr. B. Smith
102-12	Freshman Soc. Science	4	2:30	M-F	SS2		Dr. J. Monro
102-13	Freshman Soc. Science	4	2:30	M-F	SS3		Mr. H. Sapp
102-14	Freshman Soc. Science	4	2:30	M-F	SS4		Mr. Ballantine

Miles College
Jan 22 1968

Freshman Social Science 102
Section Assignments
Spring Semester, 1968

(Changes may be made by consultation with Mr. Monro).

102-1 H. Ballantine
8 AM S.S. 2

~~Alvin, Winston S.~~
Barnes, Moses N.
Bennett, Sylvia
Brown, Amanda J.
~~Bryant, James~~ Jr.
Callins, Amgelina
Cates, James E.
Chamblin, Myrtice
Chatman, Dwight
~~Dorsey, Ernest~~
Davis, Ralph
Dawson, John
~~Evans, Mary Lee~~
Ford, Glenn
Gray, Annie Maude
James, Gregory
~~Lewis, Virgil O.~~
McCambry, Rayford
~~McDade, Lindsey~~
Nall, Winthrop
~~Pearson, James~~
~~Sanders, Edward L.~~
Tolbert, Sandra
Woodard, Thay
19 MARSHALL, WENDELL

102-2 J. Ballantine
8 AM S.S. 3

Bell, Clent
Chapman, Demaree
Crowell, Alberta
Culpepper, Julius
Edwards, Frank
Gibson, Carl J.
Gurley, Elbert
Hopkins, Vivian
Jones, Gerard
Jones Viola
Kemp, Bernard
Lee, Martha
McCall, Andrew
Neely, Joseph
~~Marshall, Wendell~~
Patterson, Timothy
Richardson,, Rita
Ross, Munroe
Topping, Frank
~~Williams, Rebecca~~
Fowlkes, Rod
~~Phillips Dorothy J.~~
27 SPRAGG, EDUARDO
CLAYTON

102-3 R. Cook
8 AM S.S. 4

Allen, Lula
Armstrong, Richard
Carr, Frank
Chambers, Bobby Sue
Dorsey, Wilma D.
Costine, Lee
Enjia Nwazue, Felicia
Evans, Danny
Jackson, Jewel
Jones, Arthur G.
Lemons, Paul E
McCants, Ruby J.
Nettles, Della M.
Nichols, Selton
Parker, James
Powell, Henry
Rice, Yvonne
Thompson, Samuel
Trimble, Nathaniel
Usher, Queenie
Wells, Kenneth
~~White, Josedine~~
Whitsey, Jimmy
Wilson, Richard
~~MARSHALL, WENDELL~~

102-4 R. Cook
10 A.M. S.S. 2

Barton, Jessie J
Belle, Albertine
Bishop, Carrie
Bradford, Jocelyn
Brown, LeRoy
Cpchran, Bradley
Dix, Ronnie
Fails, Mary
Fike, James
Gary, Mack A
Guiley, Elbert
Foreman, Peggy
Holmes, Kenneth
Jones, Thomas C.
Johnson , Wm. M
McConnico, L.
Peavy, Junie
Marshall, Morris
Pelt, Loveless
Riley, O'Neil
Rogers, Carl
WilliaMS, Bessie
Williams, Earl T.
Williams, Rodney

102-5 B. Smith
10 AM S.S. 3

Ayers, Dorothy
Boykin, Robert
Corley, Gloria
Darden, George
Davis, Eddie L.
Davis, Joseph
~~Enyia Nwazue, Michael~~
Ferguson, Sandra
Foster, Alice
~~Hampton, Henry~~
Harmon, Henry
~~Hunt, Olin~~
Jones, Thedford
Knight, Herman
Lewis, James
Lacy, James
McGahee, Allen
~~Murray, Shirley~~
Rodgers, Robert
Stevenson, Marie
Talley, Ronald
Thomas, Dorothy
~~Williams, Willie~~

102-6 L. Brown
10 AM S.S. 6

Ambus, Edwina
Bell, Eloise
Bias, Leroy
Bracy, Martha
Cowan, Corean
Driver, Joseph
Eason, Sandra
Gordon, Charles
Griggs, Charles
Hale, Deborah
Hardy, Wayne C.
Johnson, Terrell
Kemp, Jacqueline
Loften, Clara
Martin, Linda Ann
McKinney, George Jr/
Nettles, David
Rogers, Mary Ann
Shepard, Joe
Weaver, Wayne
Woods, Yvonne
Spratling, Larry
Jackspn, Othel

Freshman Social Science......2

102-7 M. Barnett
1:30 P.M. S.S. 2

- Brinson, Claudette
- Denson, Robert
- Grice, Ella
- Hightower, Judith
- Hurst, Linda
- Jackson, John L.
- Johnson, Erskine
- Johnson, Johnnie
- Johnson, Patricia
- Melton, Irma
- Jones, Ovella
- King, Rita
- Levert, George
- Lyles, Deborah
- Marshall, Glenn
- Meadows, Ida
- Nabors, Carolyn
- Robinson, Pauline
- Ross, Annie
- Rutledge, Fred
- Singlteon, Robert
- Wesley, Josh

102-8 L. Brown
1:30 P.M. S.S. 5

- Beavers, Avery
- Billingsley, Truman
- Blutcher, Napoleon
- Bryan, DeForest
- Craig, Robert J.
- Davis, Catherine
- Dennis, Linda
- Edwards, Joyce Ann
- Hannon, Richard
- Hicks, Ada Ma.
- Hodge, Brenda
- Jones, Charlie
- Joseph, Stanley
- Layton, Gladys
- Marion, Bellzola
- Rencher, Billie Ruth
- Ridgway, Pennye
- Stanley, Verdell
- Smith, Ronald
- Sylver, Carl E.
- Taylor, Emma
- Thomas, Eugene
- Washington, George L.

102-9 H. Sapp
1:30 P.M. S.S. 6

Jerry Rice

- Durham, Ray L.
- Evans, Samuel
- ~~Flood, Therman~~
- Garrett, Jacqueline
- Glover, John
- Golson, Hercy
- ~~Greene, Michael~~
- Hamby, Larry
- ~~Hall, Willie D.~~
- Hicks, Jacqueline
- Holt, Kay
- Horn, Decia M.
- Horton, Rocky
- Israel, James Jr.
- ~~Lomax, Milton, Jr.~~
- Murdoch, Madeline
- ~~Pinson, Lorine~~
- ~~Ragan, Jacqueline~~
- Royal, Alphonso
- Rutledge, Mamie
- Rutledge, Robert
- ~~Rivers, Valeria~~
- Sharpe, Terri
- C. Brinson

102-10 J. Ballantine
1:30 Tag. 102

- Boswell, Vonner
- Chester, Alberta
- Davis, Jessie J.
- Dunner, Annette
- Eatman, Daniel
- Griggs, Gloria
- Hawkins. Gloria
- ~~Hawkins, John H.~~
- Hill, Burt
- Hill Clyde W.
- Hollins, Jim
- Jackson, Mary Linda
- Johnson, Eloise
- Johnson, Josephine
- Kelly, Linda
- Martin, Deloris
- Reevers, Evelyn
- Robinspn, Roma
- Smith, Albert
- Steele, Allen
- ~~Thompson, Sara~~
- Ward, Charity
- Wilson, Billy Joyce
- PHILLIPS, DOROTHY

23

102- 11 B. Smith
1:30 PM Tag 104

- Allison, Annetta
- Anderson, Peggie
- Beckwood, De Vera
- Brown, Claudia
- Carlton, Peter
- Collins, Ernest
- Dewberry, Melinda
- ~~Green, Michael~~
- Jackson, Milton
- Mullins, Lamar
- Paige , Dorothy
- ~~Pleasant, Johnnie M.~~
- Shuford, Jeanette
- ~~Simmons, Willie~~
- Sims, Gwendolyn
- Skipwith, Joyce
- Smith, Daniel E.
- Steele, Gerald
- Watkins, Lloyd
- Williams, Brenda
- Thrasher, Mattie R.

102-12 J. Monro
2:30 P.M. S.S. 2

- Gamble. Louvenia
- Grant, Oscar
- Holland, Ronald
- Holloway, Raymond
- Johnson, Patrcia
- Lewis, Timothy
- Lucas, Herman
- McKinney, Sandra
- Owens, Marva
- Thomas, Gwendolyn
- Thompson, Warren
- Ricks, Ronald
- Taylor, Patricia
- Whatley, Glenda
- Wright, Ralph W.
- Young, Diana
- Young, Loretta

Freshman Social Science..... 3

102-13 H. Sapp
2:30 P.M. S.S. 3

Belser, Sandra
Belser, W.
Benson, Theda
Brewster, Samuel C.
Harris, Betty G.
Gaines, Robert
Cannon, Sandra
~~Healey, Beatrice~~
Hearns, Joyce
~~Johnson, Cynthia~~
~~Jones, Bernard~~
~~Jordan, Jacqueline~~
Key, Jerry
~~Lacey, Thelma~~
Lapsley, Ernestine
~~Naylor, Beatrice~~
~~Peterson, Imogene~~
~~Pickett, Martha~~
Rhetta, Annie
Shears, Sandra
Russel, Bettie Sue
~~Swanson, Janice~~
Tarrant, Eddie
Thomas, Sandra
Woods, Andrew

102-14 H. Ballantine
2:30 P.M. S.S. 4

Bentley, Harry Jr.
Bryant, La Sandra
Chester, Lottie S.
Collins, Bobby
Colvin, Jeanette
Duff, Linda
Edwards, Mary Alice
Glover, Patricia
Griffin, Patricia Ann
Jackson, Ruth M.
Kimbrough, Aridean
Mack, Mary L.
McArthur, James D.
Pugh, Roosevelt
Rice, Jerry
Scott, Annie
Vaughn, Felix M.
Walker, Arthur Lee
Washington, William H.
Watts, Eva Pearl
Wesley, Alvin L.
Williams, Arthur

Additions to 101 from CEAP

1. Julia Cook
2. Robert Hudson
3. Cora Hendricks
4. Jonzetta Rodgers
5. Percy Scott, Jr.
6. Barbara Williams

A

NAME....................................Billie Rencher

DATE....................................January 12,1968

SUBJECT.................................Social Science

INSTRUCTOR..............................Mr. L. Brown

The Social Science course for this past semester was very interesting, effective and a stimuli for thinking.

The Social Science course was interesting because we learned about things and people we never new exsisted. For example; the first book that we studied,"Why We Can't Wait" gave to us the story of 1963 crisis told by Martin Luther King. Before we read the book we were asked to give our ideas of"Why We Can't Wait" and to tell what we thought the book would concern. After doing this we then discussed the 1963 crisis. By doing this we could compare what M.L. King wrote to what we knew to be true. Some of the members had actually participated in the 1963 demonstrations and could give different accounts of what was happening. Some of the points Dr. King made the class would disagree and would elaborate on some points that was vague. There was one critism that was made by the majority of the class concerning Dr. King's book. Having lived and experienced what was being said, it was felt that the book served no real purpose.

"Potrait of a Decade was the next book that we discussed. This book was not very interesting but it was part of a pattern that was being used to show where the "black man" is and where he has been and where he is going. The pattern started in the present and went back to the begining. "Why We Can't Wait was used to represent the ~~future~~ present and"Potrait of a Decade" gave the information leading up to the 1963 crisis.

After getting sublimentary material of the present activities, we journied back to the beginning of civilization and studied the Negro forefathers and what they contributed to the world, then back up to the M.L.King era."Before the Mayflower" was the most interesting book, and the methods used to instruct it brought mass participation of the class. We had been taught in past history classes only about the white mans contributions to the world, was this book taught us about the contributions made by the "black man". Through strong debates, different opinions and ideas, we would compare what we had learned in the past to what we were studying and to present day situations. The different roles Negros played in the building of the "new world" surprised and shacked many of the students and made them want to know more. By the book not being detailed enough it enspired me to ask more questions and to want to know more about the Negro culture.

This pattern that was used, I think, was used with the intention to let us find out for ourselves where we are and why and how we are there. It also lead into current issues of today. We learned that in order to understand an issue, we must know the history, what the argument is on both sides, and to have some type of way to divide the issue into some form to understand better. If we had not known the past activities of the"Civil Rights Movement,"how would we understand how the"Black Power Movement" came about? Also, if we didn't know something about the history of the Viet Nam War, how would we be able to talk about "civil disobediance" and the Viet Nam war itself?

The instructor's methods of teaching,at first was rather confusing. During the lecture session I would get lost and very confused. After the first two or three weeks I got the "hang" of what was trying to be gotten over. The questions, and some of the statements were very thought provoking a nd the patience and understanding would make me want to do better. In the first few weeks of the course no one was seeming to be able to find the main points of the chapters of the assigned book causing slow progression. He then took the time to help the class to learn how to read a book effectivly. Finding that lecturing wasn't stimulating enough, he change his method to class participation. This made the class more interesting and he received a better response. As for as I'm concerned the course was well planned and taught.

This paper was suppose to be a critique of the course,but to me it needed no critisms.

A

Name.......... Napoleon Blutcher
Sec........... 3
Teacher....... Mrs. Brown
Date.......... 1/12/68

Social Science

First of all I would like to say that this is my favoute subjects because it deals with the people of my race. This course has learned me more thing than I ever though I would learn interms of my people. Firs. I learned about what was happening in my own State and this was a bout the bus boycott I knew about it when it happen but I did't know that it happen like it did. This course enable me to find out just what happen such as how it happen the out come of it. Then their was in my own city the rioting the bombing of the church and so on. Then their was in 1954 the school decision this was something that I did't even know that I was able to go to school with the white when I started. This was something kept frome me. I also lean the way that the whites were thinking about how to keep the Black man down. I also did't know that Booker T. Washington was once the spokemen for the colored people. This was somthing that really was remarkable and to understand this man thoughs was kind of hard for me at first but I belive in his tactic now. I also was given the privelige to find out how a decision goes about getting in the Supreme Court and this was very interesting because I actually did't know.

I also had a chance to listen to Ambasdor of Great Britian, he told me something about the devaluation of the pound, I really thurgth that they were trying to break the U.S. but after listing to him I found out what was happeng. Then their was the most astioshing thing that I had ever herd in my life Before the May Flower. This book taught me something well I won't say something I'll say many thing becaus by me being a young man going to school in Alabama I didn't get the chance to learn the back ground ~~bone~~ of my people. I don't think that many other peope or States would allow the history of the black people in this country.. But one of the most facinating things was that I learned that their were mayor, judges, governor and public places. Then their is something about Social Science is that I would like to learn about world problem that are facing the Negros and also what they are doing in other parts of the world because I am concern about what is going on such as the man ~~sh~~ told us about Great Britoin. That is about the only thing I would want changed in Social Science. I think it is a wonderful course because it deals with what I want to know and that is about my people. Their is not to much I want to say because all I have to say I have said it.

MSS
546

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Mt. Beulah, 1966
(Edwards, Miss. papers)

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15. Davis, Fred Jr.
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17. Devine, Annie
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Jackson, Mississippi

26. ~~Halley, Richard~~
~~2209 Dryades Street~~

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Bogalusa, Louisiana

28. Hudson, Roosevelt
705 Jack McEvery Avenue

29. Jack, Hezzie A.
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Taullulah, Louisiana

30. Jackson, Willie E.
188 Artuod Street
Lake Providence, Louisiana

31. Jackson, Charles
1508 Third Street
Lake Providence, Louisiana

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33. ~~Johnson, Kenny~~
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~~New York, New York~~

34. Johnson, Ceola M.
812 Pecan Street
Lake Providence, Louisiana

35. Jones, Leroy
1026 North Madison
Tallulah, Louisiana

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1009 North Madison
Tallulah, Louisiana

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~~New York, New York~~

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Jackson, Mississippi

63. Smith, Lillie M.
321 North Elm Street
Tallulah, Louisiana

64. ~~Stoloff, David~~
~~57 2nd Avenue~~
~~New York, New York~~

65. Terrell, E. D.
Route 6, Box 116C
Jackson, Mississippi

66. ~~Thompson, Bob~~
~~U.S. Dept. of Housing~~
~~and Urban Development~~

67. ~~Thompson, R.A.~~
~~645 Peachtree St. North East~~
~~Atlanta, Georgia~~

68. Thompson, Richard
1208 Jefferson
Homer, Louisiana

69. Travis, Monette
342 Housing Project
Canton, Mississippi

70. Vallery, Joseph M.
108 West Briscoe
Church Point, Louisiana

71. Watson, Alsenia
Route 3, Box 115
Brandon, Mississippi

72. ~~Weaver, (Mrs.)~~
~~Washington, D. C.~~

73. Whatley, David Lee
310 South 5th Street

74. Wilder, Stella M.
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Route 4, Box 140
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601 West Green Street

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5-22-68

TRAINING SESSION - Mt. Beulah, Edwards, Mississippi

PROBLEMS

(Listed by organizers - Monday, April 22 at the opening meeting of the Training Session.)

1. Motivating People in General.
2. Motivating Poor People who have lost Hope.
3. How to get people to work together around an idea that they feel is bigger than they feel they can handle.
4. How to develope leadership?
5. How to get people to see that they need each other.
6. How to get people to make long range plans and investments.

Question: What do you hope to learn at this training session?

Answers:

Draper, (Alabama)

Mrs. Craig and I discussed my job. It appeared that what my function was different or that we had different ideas. These have been resolved.

We also talked a little about problems or occurences in Mrs. Black's area. We, Mrs. Craig and I spoke briefly of a meeting in Huntsville, Ala., In May with the Madison County Co-op.

Beverly Broussard

This is a difficult question to answer because this trip created a great hardship for me. Having just been demoted to part-time status, with my wife ill and unemployed, and with prospects to begin a new part-time job today, I asked to be excused from the training session. That request was denied. I am not bitter about the reduction of my status to part-time as I understand the reasons, but I am distressed that my request was not considered. With Rose Mae out of work and faced with a possible operation, I actually could not afford the trip -- as I explained in my letter. I have lost extra pay that could have been used toward my daughter's graduation next month. Also, I have left behind several vital programs that needed immediate attention, for instance 1) We are about to open a day care center in about two weeks and are currently signing up kids and training personnel. 2) Farm laborers meeting Wed. very important. I enjoy these sessions to a point, but can't see the validity of making a part time worker come this far, for this long at his own expense. Pardon my out spokeness but I have left an ill wife and many problems behind me and that is where I stand. I am willing to work around the

(cont. on page 2)

clock and carry out any reasonable request on my time and energies, and only ask that I be given the same courtesy in return. If you insist, I shall remain the full three days, but with your permission I would like to leave Wed. morning to carry ut a journalistic assignment that afternoon that would bring in some much needed money for my family. I enjoy working in the SCDP and shall continue to do all I can to advance the co-op principles.

John Perkins

I came because I received a letter. I was glad to come. So I could meet my old friends, and to find out what was going on in the other States.

What I would like to learn:
1) How to motivate poor people
2) To Get new ideas.
3) To find out more about Farmers' Co-op.

Russel Charles

I came here to learn the situation with the farmers, to learn how to get people to cooperate and work together.

I came to here to get ideas to help me in my job. I came to have help in my work so I will do a better job.

---

1. To be better trained in order to better help my people.
2. If any one else having the same problems I am having.
3. To be a better organizer.
4. If the method I am using is right.
5. What roll do a organizer play.

---

1. I came here to meet with the organizers from the different states to get the different states to get a idea of what they were doing and how they are progressing as co-op organizers and see if it would be helpful to me
2. To get what information that will be helpful to me in my work in Holmes County such as technical assistance for managers and setting up the right type of bookkeeping.

I came to this meeting for direct instruction. Since it is called a training session.

I expect the trainer to give some concrete answers to the questions and some solutions to the problems presented by the persons here to be trained.

R. Miles

While I came here, I came because the staff planned this training session. I hope to get something interesting out of it. Especially some thoughts to carry home or to my area. Things which can used, that it is a felt need for the people.

Draper

I came because I was invited. I hope to talk to other people about crafts possibilities and to talk to some others more experienced organizers and possibly get some ideas for programs in the tri-cities --- like Mrs. Black about the grocery store. I also came to talk to Keith about flip charts and films, etc.

Because I have some problems . I would like to discuss and get some help on my problems.

Wilbert

I came because I want to do a better job and to motivate the poor people and to get training to the Board of Directors and manager. My co-op needs it.

Lue Perry

Because I realize that learning is a continual process. Am sure that for me to grow as an organizer I must stop and take a look or check up on what I am accomplishing because I was asked to [illegible]

---

1. For to learn how to [illegible] people.
2. To learn [illegible] others are doing in the SCDP.
3. To learn how to get loans for houses.
4. To get advice from the staff.
5. To see if I had a job.
6. To learn how to start a garage.

To get techniques in developing leadership, if possible.

To impliment a change in the conservative direction of the program

To see what other helpful ideas I could grasp.

To get SCDP organizers to write a more comprensive reports.

Paul Broussard

1. I would like to find out from listening to people and asking if some of the people see their major problems are the result of inadequate record or bookeeping systems.

(continued page 4)

2. To find out if there is a need for placing heavier emphasis on educating bookkeepers on the cooperative level.
p. s. I wish I was home.

Jimmie Harmon

1. I came to this meeting strictly to observe the undertakings of this meeting, especially to find out its direction, goals and its feasibility for the future. Also as a representative of the Board of Directors of S. C. E. F.

2. Information pertinent to my participation in SCC and the people with whom I might have future dealings with.

Keith McNeill

I came to understand the needs of organizers and the problems which they encounter in the field.

In finding out some of these needs I hopp to develop materials that will be useful to the organizers.

I would also like to impliment and Education Program in existing coops. We would need to discuss:

* Type of education needed
* Who will educate (leaders, ed. committee, etc. ?)
* Materials to be used.
* Frequency at meetings.
* Contining program to Board of Directors or General membership or both.

L.

1. I came to this meeting because I received communication from the Central Office requesting that I come.
2. I came here because I felt that I would receive some valuable information which hopefully will aid me in my work as an organizer.
3. As a results of my coming: I hope to be helpful so that I will be helped as an organizer.

Robert J. Prahinski

I came here because I would like to learn what is expected of me as an individual organizer in the Southern Consumers area in light of the new priorities of building up economic (financial) , and administrative competence of existing co-op. I also would like to know what is expected of each La. field worker.

I expect ,or rather hopp, that each worker will have a clear idea of what is expected of him. The place of general community organizing in the program should be clarified. Each organizer who works with an existing co-op should be given tsome business , or business- oriented, training, which he can bring back to his own co-op and help his co-op improve business-wise. Those who are working in areas without existing co-ops should have a clear idea of where they stand.

REPORTS OF STATE STAFF MEETING

Monday, April 22nd

Beverly Broussard:

Though the tempo of Monday's meeting was quite lslow-paced, it did pick up considerably in momentum when the groups splintered off into its various state components.

In the early session there was little active participation. Everyone was tried and listless after long trips and little rest. Some field problems - very general and complex in nature - were brought up, listed or a bullentin board, but remained unresolved.

Some workers expressed disappointment in the session, stating that much time had been wasted before the group actually settled down to business.

The atmosphere of the meeting place wasn't condusive to good dialogue and communication. The room was dark, dirty and dreary.

In the state group the workers settled down to specific problems relating to the Co-op and their respective areas. The state supervisor and Mr. Zippert did a good job of guiding the discussion. Most, perhaps all, of the group were involved in the discussions which dealt with 1) membership education of SCC people 2) problems relating to farmers who no longer sell to Grand Marie 3) transportation problems of growers in various areas who want to deal with Grand Marie 4) job description of workers. 5) problem of who to transfer to Lafayette and specific areas the Lafayette organizer should key in on.

A night session was planned but the lateness of the how and general fatique of the group forced post-ponment

McNeill:

Main discussion dealt with Grand Marie Co-op and Southern Conssumers' Co-op. Main ideas that came out of discussion was formation of an education program for both co-op. Education sessions for both co-op members and Board of Directors.

I think that it is a concrete education program for each existing co-op can evolve out of the 3 day conference it will be very worthwhile.

Paul Broussard:

With the La. group we had a discussion on the priorities relating to the new trends, economic stability. The primary step should be to place heavier concentration on advising and educating the Board and Members on the current status of the co-op, also to demonstrate to the non-members. (public) that the co-op is a helping agency for the community an not a potential "Uncle Tom" Enterprise.

State Meetings continued .....

Robert J. Prahinski:

At the La. meeting we discussed three topics: the workers in Grand Marie, the workers with Southern Consumers', and the workers in no co-op areas, i.e. West Feliciana and St. Mary's Parish. Each of these topics were discussed in light of the " new priorities ", that is, emphasis on the business competence and membership participation of existing co-ops.

Under Grand Marie we talked about the field workers concentrating for the next few weeks on making the communications on the cabbage crops such that Mr. Hall, the broker, can be sure of delivering, after he has made a sale. John Zippert said that this problem is being worked out through a membership meeting and assurances of truckers. Instead the main concentration will be getting contracts on 1,000 acres of sweet potatoes by July 1st. Mr. Guillory is also going to work on Board Training and membership education. It was also suggested that a circular be distributed assuring everyone involved that the farmers will get their money when the turn in their potatoes this year.

Under Southern Consumers' we talked about the fact that two of our workers are so deeply involved in the business end that they were excused from this training session, i.e. Art Emery and Fred Prejean. There was a long discussion on what SCDP should do for SCC in the Lafayette area, what the job discription of an SCDP organizer would be for Lafayette, what the relationship between SCC investors and board is, or should be, to poor people of Lafayette, whether the bakery can or should produce a cheap product in order to be patronized by the poor. In general there was a dissatifaction with the function of SCDP, its organizers, the SCEF Board, and SCC, relative to the poor people of Lafayette. No conclusions or decisions reached. It was also pointed out the membership education for SCC is the function of Jimmy Harmon.

As regards the independent organizers in West Felicana and St. Mary Parishes, it was pointed out that they are not being abandoned. They will receive, the same support from the central staff as ever. It is still hoped that they can bring new co-ops into existence. Such matters as housing are still considered worthy enterprises.

Russell Charles:

Regarding Mrs. Black's problem, I was of the opinion that she has done an/excellent job involving 20 people. I feel our group did a good job in dealing with her problem.

The meeting was in session when I came in. I learned how to listen and how to make use of information gathered from one source and apply to another. I also learned how important it is for our learning process;how out of differences comes knowledge and understanding and how to identify potentioal leaders in the community.

---

1. Membership education
2. Why people don't have confidence in the co-op.
3. These should be news letters explaining to people that some of the problems that now face the co-op are now solved.
4. Putting more emphasis on existing co-ops.
5. Encouraging more people to be members of the co-op.
6. Ways of transporting produce to the co-op.
7. Training for Board Members and Managers.
8. The possibility of David and Gracie working in the Lafayette area. Will not mean too much to the co-op, because it would take them about one month or more to adjust them self to the new area.
9. How is Southern Consumers' Co-op helping poor people? Because most of Southern Consumers' members are middle class people?
10. Is Fred doing a better job in Lake Charles ? Or was Lafayette better?
11. Is it time we clean up other people back yard and leave our front full of sticks and branches?
12. When Southern Consumers' books were taken it was never publicized in the paper and other news media that Southern Consumers' wasn't wrong.

Analysis of the State Group Meeting

Alabama -- Mildred Black

In our state group meeting we decided to reach members of the local and state co-ops and credit unions by setting up educational clinics in each local SWAFCA area or county for the purpose of holding educational meetings, and acquainting the members with the various services that the coop can offer its members. Through this media we can also learn from the members the things they would like to see done in the coops also additional services they would like to see the co-op preform to serve them better.

Efforts will be made to obtain workshops in which managers and board of directors can receive training so that they may preform their duties better.

This is my report of the Miss. Staff Meeting:

Mr. Harris talked about what's going on in his state he talked about the Board members need : 1) staff training 2) membership education 3) sensitivity training with Board and Management.

Mr. Bailey didn't have too much to add because he is just getting organized he has his first meeting May 1st, 1968. Mr. Meyers said they need more equipment and Mr. Hatches thought they need a washer or restatrant. So we talked about raising vegetables .

Lue Perry :

Report of the State Supervisors study group:

The supervisors, Brother Perkins, gave an over all view of what the group, was to discuss:

1) Each organizer stated their immediate needs.

  a) West Batesville Co-op -- the organizer stated that they were in need of a transferrow truck to truck their vegetable to market.

  b) Mileston -- organizer stated that their needs will be training in bookkeeping, management training and some financial aid.

  c) Mid-South -- organizer stated their immediate needs was on the job management training, membership education and sensitivity training with board members and cooperative book- keeping training

2) These organizers feel if these needs are meet, will strengthen the cooperative finanical status.

Rev. Jeff Jones :

Membership training
Manager
Finance need
Radio Communication and how to make SCDP a success over 14 months.

Robert Miles:

In the meeting with Mississippi organizer we discussed many problems. Some of them are alike others are not.

Tennessee stated the need for management training on the job and bookkeeping in the other three country areas.

Mr. Bailey of Holmes County stated his felt need are like Mr. Perry from Tenn. -- on the job training and additional money.

I am contemplating the need of a trailer and tractor to move our vegetables this summer at the same time this truck can be used for public hauling when not in use for the co-op.

Many others things were discussed but the up most things were mentioned.

Group Problem:

Task:

In Sumter County Alabama, 50 families have been recently evicted from a large plantation. With the help of Southern Cooperative Development Program, our organizer has secured an option to buy 901 acres of land for the people to work as a group. About 20 families are interested in the project and are meeting at a store whose owner is the leader of the group. The rest of the families seem not to be interested in the group buying 901 acres; some say they have given up hope. All fifty families may be needed to make the land buying project a success because FHA loans to each one may not be large enough unless they are all put together.

1. How can the organizer deal with the people who are needed to make a group a success but are uninterested in joining?

2. How can the organizer involve the families that have lost hope?

3. What is the role of the organizer in developing leadership in this group?

Group I (Stage)

A. Question # 1
1. Deal with People on an individual basis : Mr. Cunningham
   2. Asking them what section of the land do they want.
   b. How much of a loan would they want.
   c. How would they want to approach the use of the land.

2. Try and convince them that they are needed and that they need this land . Mrs. Black.
3. Get a success going . Mr. Draper
   a. Through food stamp
   b. Other things of their interest.

4. Assign personnel who are already interested in the project to handle certain areas to work with families of that area. Cunningham
5. Find out if there is an element of time involved to purchase the land. B. Broussard
6. Find out if there are any houses available on the land for the families to live in. Mr. Charles.
7. Give them a definite time to get involved. Mr. Miles
8. Prior to getting people involved, there should be an effort made to explain the purpose and reason for involvement. P. Broussard.
9. 38 families are necessary to get $130,000.00. Fr. Bob
10. Deal with the 25 families that are involved, have them to purchase the land and work with the remainder of the people. Jessie
11. Make clear to the families that they don't have to farm on the land. Hatches.
12. Plot the land off. Cunningham
13. Bring in some experts in the field , and relate to the people that the value of ownership of land is important. Cunningham.

(continued on page 2)

14. Explain to the people (25 families) uses of the land. Cunningham
15. Possibly take the meeting to the people who will not attend. Harris.

Question # 2

1. Motivate the 25 families involved to influence the remaining families. Draper
2. The organizer should maintain a direct involvement and not place the complete burden on other families. Jessie
3. Invite the people interested in purchasing the land to speak to the people. Miles
4. Give people new direction to work on. Jessie
5. Evaluate,formulate and relate to the people methods of obtaining resources in the best interest of the people. Miles and Jessie
6. Explain to the people that the crops is not the result of their failures, but because the ownership of the crop was not theirs. Cunningham
7. Demonstrate to the people other instances of similiar situations, where the people are benifiting, with the use of the filmstrips of other methods. Draper
8. Determine what the people want by asking them by working with them closely. Steptoe
9. Determine whether or not an expert is accepted by the people as an expert or as a regular farmer.
10. Let the people know that the fullest possible participation would result in political benefits for them. Mrs. Black
11. Explain to the people some of the political reasons for their particpation.
    a) Voter education.

Question # 3

1. Letting the people know that their participation is a form of leardership.

2. Select potential leaders within the group. Cunningham
3. Allowing the leaders to emerge themselves rather than selecting. Fr. Bob
4. Leader should be determined within the surrondings of which they work in. Hatches
5. Determine what it takes to make a leader. Jessie
6. Organizers should determine who to delegate the authority to. Jessie
7. Supply the people with the information.

Group I ... Criticism of reports on task.

1. Repetion of what was on the problem sheet.
2. Better than the first
3. The details of the group's result were not presented.
    a. The group could not reach a consensus on what task it was to preform.
    b. The group got down to what they feel was important.
    c. Confused on what the group should deal with.

Group II

Some Negroes are unable to motivate Negroes.

VALUES

Lack of information on the problem.
a) Farming?
b) Home ownership?
c) ?

Individual Organizers
1. Use what they have . # of people
2. Use the few to influence the others.

Socio-Cultural Backgrounds.

I. a) Organizers should invest the general atmosphere of the group of people who he is working with.

Causes: 1) Individual opposition
If there is a religious conflict. Avoid it or go around.
Attitudes: The people verses the organization
Educate the 30 families in co-op ventures.
Racial togetherness on the organizational " Team ".

Use 20 families as tools to Educate the uninterested families.

2. a) Use the 20 families as tools to educate the others.
b) Talk with each group for familiarization.
c) Find out from the owner of the store what he has talk about the 20 families in order to buy the land.
d) Felt needs of the 30 families.
e) Racial composition of the store owner and composition in general.

3. A) Felt needs and be able to cope with them.
b) Individual and small group contacts.
c) Show the success of the other groups.
d) Allow them to govern their own meetings.
e) Small task first
f) Work through one sex first (or) each individual family member.
g) Program in race pride "Proud to be Black".
h) Family Education
i) Religious affiliation

4. Look for the leader
a) Volunteers
b) Provide the needed information
c) Allow them to govern their own meetings.
d) Formal and on-the-job training.

Group II. Criticism of reports on task.

1. Person really telling what he got from the discussion
2. Insensivity of the report
3. Mrs. Black did a good job with 20 people.
4. The problem really isn't only Mrs. Black's problem.
5. Lack of details.

Group II

Some of the solutions to the given task were as follows:

1. Checking into the cultural backgrounds for leads to some constructive venture cooperatively.
2. Breaking the conditioned reflex of those people who have been oppressed through the conditioning process.

ORGANIZER'S REPORT FORM

REPORT PERIOD __________________ TO ________________________

NAME ____

STATE ____________________________ COUNTY (Parish) ____________

PROJECTS

____

____

____

____

MEETINGS

NUMBER OF MEETINGS ________________________________

GROUPS THAT MET (Times that met)

____

____

____

____

____

PURPOSE OF MEETINGS, REMARKS _____________________________

____

____

____

____

____

____

DECISIONS REACHED

PROBLEMS

COMMENTS ON FINANCIAL CONDITIONS :

SELF EVALUATION

COMMENTS ON WHAT YOU ARE DOING:

MEMBERSHIP -- ORGANIZATION ______________________

OLD MEMBERS ______________________

- Members Lost ______________________

+ New Members ______________________

____

PLEASE MAKE THREE COPIES:

To: Central Staff
Supervisor
Personal Records

SIGN ______________________ DATE ____________

Add any other forms, papers, or reports that you feel will help you to report.

Use additional sheets if necessary to add to space on this form.

MSS SEDFRE
546

National Conference of Black School
Board Members, 1967-1969

Box 24
Folder 1

State Historical Society of Wisconsin

Please Retain Original Order

SCHOOL BOARD SEMINAR AGENDA

SPONSORED BY: Scholarship, Education and Defense Fund for Racial Equality, Inc.
150 Nassau Street - Room 1030
New York, New York 10038 Tel: (212) 964-8210

PARTICIPANTS: School Board Officials and Candidates from Twelve Southern States

PLACE: The Airlie House
Warrenton, Virginia

DATE: August 17-20, 1967

Thursday, August 17, 1967

8 - 11 a.m. Registration

11 - 12 noon General Information and Introduction

Greetings and Statement of Purpose
- Ronnie M. Moore, Director, Leadership Development - SEDFRE

Program and Objectives of SEDFRE
- Marvin Rich, Executive Director - SEDFRE

Greetings
- Dr. Edward W. Brice, Confidential Assistant to the Assistant Secretary for Education of the U. S. Department of Health, Education and Welfare

12 - 1:30 p.m. Lunch

1:30 - 3 p.m. Presentation and Questions - The History and Development of School Boards

Discussion Leader - Mrs. Shirley Lacy, Staff Associate - SEDFRE
Speaker - Dr. Aaron Brown, Professor, Long Island University and member N.Y.C. Board of Education

3 - 3:30 p.m. Coffee Break

3:30 - 4:30 p.m. Small Group Discussions - Problems Facing Southern School Boards

	Discussion Leader	Resource Person
Group I	W. W. Harleaux, Principal, Iberville Elementary School, Plaquemine, Louisiana	Mrs. Charles E. White, Member, Board of Education, Houston, Texas
Group II	J. T. McCain, formerly Dean of Men, Morris Brown College, Sumter, So. Caro.	Mr. Charlie Knott, Member, School Board, Pine Bluff, Ark.

4:30 - 5:15 p.m. General Problem Session (each group will select someone to report highlights of its deliberations)

Discussion Leader - Marvin Rich

Reports from Group I and Group II

5:15 - 6:30 p.m. Free Time

6:30 - 7 p.m. Cocktails available at bar

7 - 8:15 p.m. Dinner

Thursday, August 17, 1967 8:15 - 9:45 p.m.	Presentation and Questions - The Responsibilities, Duties and Functions of Negro School Board Officials Today Discussion Leader - Mr. J. T. McCain, Staff Associate - SEDFRE Speaker - Wesley S. Williams, Esq., formerly President of School Board, Washington, D. C.
Friday, August 18 8 - 9 a.m.	Breakfast
9 - 12 noon (15 minute coffee break at 10:30)	General Problem Session - Human Resources Development I An explanation of Federal programs of assistance to local school districts with emphasis on remedial education for adults, job training and opportunities and special programs for the underprivileged child. (Attempts will be made to evaluate the strengths and inadequacies of educational programs). Related national legislation will be an integral part of the deliberations. Attention will be given to the responsibilities, staff, application procedures, activities and organizational structure of the Federal and State agencies in charge of administering the program discussed. Moderator - Mr. W. W. Harleaux Resource Panel - Dr. Edward W. Brice Dr. Regina Goff, Assistant Commissioner, Office of Education, U.S. Department of Health, Education and Welfare Mrs. Jane Tresville, Pittsburgh Board of Education
12 - 1:30 p.m.	Lunch
1:30 - 4 p.m. (15 minute coffee break at 2:45)	General Problem Session - Program Planning and Budgeting Systems for School Districts Moderator - Mrs. Charles E. White Resource Panel - Mr. John M. Brewer, Assistant Director, Compensatory Education, Pittsburgh Public Schools Mr. Gerald Elbers, Program Officer, Bureau of Elementary and Secondary Education, Office of Education, U.S. Dept. of Health, Education and Welfare Emphasis will be placed on the financial management of local school boards, with an attempt to develop a reasonable understanding of budgetary categories and analysis. Participants will review educational facilities planning, costs of qualified professional personnel and the primary needs of an ideal school system. It will be important to discuss local, state and federal sources of income for financing school systems. The participants will compare school budgets in terms of needs against resources.

Friday, August 18 4 - 5:30 p.m.	Free Time
5:30 - 6:45 p.m.	General Problem Session - The School Board and Community Film - School Board in Action Documentary describing problems confronted by school board members interested in quality education and community involvement. Questions around instructional materials, teachers salaries and similar issues are not easily answered in light of diversified community opinions. Discussion Leader - Mrs. Shirley Lacy Resource Person - Dr. Preston Wilcox, formerly, Associate Professor at Columbia University School of Social Work
6:45 - 7:15 p.m.	Cocktails available at bar
7:15 - 8:30 p.m.	Dinner
8:30 - 9:45 p.m.	General Problem Session - Current Issues in Public Education Moderator - Mr. John M. Brewer Resource Panel - Mr. T. E. Patterson, Executive Secretary, Arkansas Teachers Association Mr. Gerald Elbers
Saturday, August 19 8 - 9 a.m.	Breakfast
9 - 12 noon (15 minute coffee break at 10:45)	General Problem Session - Human Resources Development II (Discussion continued from preceding day - same moderator and resource panel) Film - Portrait of a Dropout The quitter represents the beginning of our nation's struggle against unemployment, poverty, juvenile delinquency and crime. The challenge of developing our country's human resources lies deeply in our ability to keep our youngsters in school and to educate our adult citizens.
12 - 1:30 p.m.	Lunch
1:30 - 3 p.m.	General Problem Session - Implications of the Coleman and Racial Isolation Reports Moderator - Marvin Rich Resource Panel - Mrs. Carol Hobson, Educational Statistician, Office of Education, U.S. Dept. of Health, Education and Welfare Dr. William Cash, Chief, Counseling and Guidance Section, Office of Education, U. S. Dept. of Health, Education and Welfare Miss Harriet Ziskin, Assistant Director of Research, U. S. Commission on Civil Rights

Saturday, August 19

3 - 3:15 p.m. Coffee Break

3:15 - 4:15 p.m. General Problem Session - Human Relations, dealing with:
School Board-Superintendent Relations
Cooperating with Other School Board Members
Ethics
Collective Bargaining in Public Education

Moderator - Asberry B. Butler, Jr., Esq. - School Board Member, Houston, Texas
Resource Panel - Dr. Aaron Brown
Mr. T. E. Patterson
Mrs. Charles E. White

4:15 - 6:30 p.m. Free Time

6:30 - 8 p.m. Dinner

8 - 9:30 p.m. Film - Nothing But a Man

A young railway worker gives up a good job to settle down and marry the preacher's daughter, a schoolteacher. His emotional adjustment to the universal, age-old problems of earning a livelihood and supporting a family, of living in peace and dignity, becomes poignantly difficult because the place is Alabama today and the man will not play the expected Negro role.

9:30 - Reception - Cocktail Party

Sunday, August 20

8 - 9 a.m. Breakfast

9 - 10:30 a.m. General Problem Session - The Board Member and School Business

Participants will review skills required for effective participation at Board and committee meetings. An attempt will be made to develop a reasonable understanding of powers granted to school boards under the state statutes, legal opinions and public relations.

Discussion-Leader - Mr. Henry G. Smith, Jr., Staff Associate - SEDFRE
Resource Person - Carl Rachlin, Esq. , Legal Counsel - SEDFRE

10:30 - 11 a.m. Coffee Break

11 - 12 noon Evaluation Session

Discussion Leader - Mr. Spiver W. Gordon, Staff Associate - SEDFRE

12 - 1:30 Lunch

MEMORANDUM

December 18, 1967

TO: Ronnie Moore

FROM: Marvin Rich

SUBJECT: Attached News Article - "Negro Principals Are Becomming a Rarity in South"

COPY

It might be interesting to bring a number of Negro school principals and a number of Negro school teachers from the south into one of the sessions of the next School Board Seminar. The attached clipping discusses one of the problems, but I am sure there are others.

Attachment:

THE NEW YORK TIMES, MONDAY, DECEMBER 18, 1967

Negro Principals Are Becoming a Rarity in South

Survey Finds Their Decline Is Hastened by Desegregation and School Consolidation

By WALTER RUGABER
Special to The New York Times

ATLANTA, Dec. 17 — Jefferson R. Snipes, a soft-spoken Negro educator with 20 years of experience in administration, has lost two successive assignments as a principal after the public schools in which he worked were desegregated.

Mr. Snipes, who now teaches science at an all-Negro high school near Snow Hill, N.C., said in a telephone interview recently that he had been replaced twice in the last three years by whites with fewer university degrees and less experience.

His predicament is widely duplicated among Negro principals in the South. Moreover, the shift to white administrators, which has important social and economic emplications as well as educational significance, appears to be accelerating.

A survey by the Southern Education Reporting Service, published in the December issue of its Southern Education Report magazine, suggested that the present trend "would make the Negro principal as rare as the one-room school."

"Desegregation and a parallel movement — school consolidation — are hastening the decline and disappearance of Negro principals in almost every Southern and border state," the reporting service concluded.

Caught Up in Change

Mr. Snipes was first caught up in the change during 1965. In the desegregation process at Ashboro, the high school grades of his school were absorbed by a previously all-white unit and a number of Negro teachers were ousted.

Only the elementary grades were left, and while Mr. Snipes might have remained as their principal he said he "wasn't interested in just grades one through six." That fall he became principal of the Mount View School in Morganton.

In the following April, he said, the white superintendent told him that the faculty would be desegregated, adding that he would not be continued as principal. He declined a seventh-grade teaching position and went to Snow Hill.

The demotion, Mr. Snipes said, has reduced his salary by nearly $200 a month. It came at a time, the 52-year-old educator added, when he was working to put two of his own children through college.

Mr. Snipes said he had spent much of his time as a principal counseling Negro students and urging them to attend college. The white principals, he suggested, "won't be interested in that. They'll be working with the white kids mostly."

In addition to his two decades of experience, Mr. Snipes has a master's degree in education. The whites who replaced him at Ashboro and Morganton, he said, had no advanced degrees at the time and no experience as principals.

'Handwriting on the Wall'

There was little discussion of the administrative change in either city, Mr. Snipes said, and no suggestion by the local officials that relative qualifications had been considered.

The Negro administrator complained:

"These people run things just the way they want to. They make a decision overnight and tell us about it the next morning. The handwriting is on the wall. There's no future for us here, especially in administration."

In some instances the Negro principals are less qualified than their white counterparts. But Negro sources see the shift as evidence of a growing desire among local officials to place the schools—substantially desegregated or not—under white control.

"There is a scheme under way to eliminate every vestige of Negro leadership," said Dr. Horace E. Ttate, executive secretary of the Georgia Teachers and Education Association, a Negro professional organization.

"It's an intangible, invisible kind of problem," he said. "The fellows who control the power structure in those towns are just not willing to accord these people [the Negro principals] respect as human beings."

Status in Community

E. B. Palmer, executive secretary of the North Carolina Teachers Association, agreed. Many officials, he said, have "the philosophy that the only way desegregated schools can be run is when there is a white principal."

In hundreds of small Southern towns, the Negro principal, together with the minister and perhaps a few others, comprised the traditional community leadership. As a mark of his status, whites often addressed the principal as "Professor."

"It's true that some of the Negro principals have not been the [aggressive] leaders the community would like them to be," Dr. Tate said. "But often they are the best there is, and when they leave, the people are leaderless."

"I go back to the towns where I used to be," Mr. Snipes said sadly, "and people come to me and say, 'Things sure are quiet around here since you left us.' The people attempt to do nothing progressive."

Mr. Snipes said he had participated in no civil rights demonstration, but he added that he was a member of the National Association for the Advancement of Colored People and had worked hard to develop a number of community projects.

"The change is having a terrific effect on the Negro communities in these towns," Mr. Palmer said. He remarked that Negro educators were often among the most stable economic element, and that their loss was sometimes felt financially.

Also, both Dr. Tate and Mr. Palmer said the change was making Negroes increasingly wary of the projected merger of their professional groups with parallel white associations, a step promoted for years by the National Education Association.

The Reporting Service said no precise figures were available on the rate of administrative change in the South as a whole, but its conclusions were based on an intensive state-by-state survey.

NATIONAL CONFERENCE OF SCHOOL BOARD OFFICIALS

Planning Committee Meeting #1

DATE:	September 7-8, 1968
PLACE:	Sheraton Tenney Inn (Laguardia Airport) 90-10 Grand Central Parkway East Elmhurst, New York (212) 446-4800
SPONSORED BY:	Scholarship, Education & Defense Fund For Racial Equality, Inc. 164 Madison Avenue New York, N.Y. 10016 (212) 532-8216

National Conference of School Board Officials
Planning Committee Meeting #1

TENATIVE AGENDA

Saturday, September 7, 1968

8:00 - 9:00 a.m.	Breakfast
9:00 - 12:00 noon	Planning session
12:00 - 1:30 p.m.	Lunch
2:00 - 5:00 p.m.	Planning session
5:00 - 6:00 p.m.	Cocktails
6:00 - 8:00 p.m.	Dinner and discussion

Sunday, September 8, 1968

8:00 - 9:00 a.m.	Breakfast
9:00 - 12:00 noon	Planning session
12:00 - 1:00 p.m.	Lunch
1:00 - 3:00 p.m.	Summary, conclusions and assignments

Topics to be discussed:

I. Basic Conference Procedures
Establish proper length of conference, set dates and place. Develop ways to reach ALL Black school-board members and candidates throughout the nation, via field visits or mail. Need lists, and good contacts. Discuss other desirable participants and guests. Consider inviting selected press representatives to total Conference or special sessions.

II. Criteria for Selecting NON School-Board Member Applicants

III. Curriculum and Training Design
Advance copies of a printed report of the August 1967, Southern School Board Seminar will be available for this session. This can help us pinpoint what new elements should be included in the National Conference agenda. Also the Planning committee will have sample questionnaire-interview guides listing suggested content items.

IV. Faculty, Resource Persons

V. Materials

Special teaching aides, sample budgets, classroom exercises, case studies, legal compilations, self-help manuals, etc.. What available materials are good? What films might be useful? What special materials should be developed in advance by SEDFRE? Include discussion of possible communities around which to build case studies and how to handle these, both for immediate teaching purposes at Conference and for future use. Discuss draft of Trenton case-study exercise developed for New Jersey Community Action Training Institute, for criticism an d possible adaptation for use at Conference.

VI. Evaluation and Follow-up

Set up machinery for creating; a.) built-in evaluation procedures, and, b.) follow-up plan to channel on-going technical assistance to school board members through SEDFRE.

NILS R. DOUGLAS, CHAIRMAN
DR. JEWEL L. PRESTAGE, TREASURER
WILLIAM H. SAMUEL, JR., DIRECTOR

LOUISIANA VOTER EDUCATION PROJECT, INC.

310 OAK STREET
P. O. DRAWER 734
PLAQUEMINE, LA. 70764
Area Code: 504
687-6684

October 15, 1968

An Organization to attain the ideals and practices of equal opportunity for all peoples in Louisiana

Mr. Ronnie M. Moore
Director, Leadership Development SEDFRE
164 Madison Avenue
New York, N. Y. 10016

OCT 17 1968

Dear Ronnie:

I have filled out those portions of the Questionnaire I believe are applicable to me. I definitely wish to be included as a resource person for your four-day National Conference of Black School Board Officials.

Please inform me as soon as you have established the dates on which it will be held so that I can take action to keep my calender clear. I look forward to the conference with great anticipation.

I have forwarded to Marvin Rich a copy of the Progress Report of Louisiana Voter Education Project for the period April-September 1968. I have asked him to be sure to pass it on to you so that you could have a look at it. I would have sent you one for yourself, but I was short of copies. I hope you will understand.

Please let me have your reactions to the Report.

Also give my regards to Spiver Gordon and remind him that he could write to us. Plaquemine is still his home and we are still here.

Please let me know what your organization is doing here in the South these days. Also let me know if there is anything I can do to help, at any time.

Very truly yours,

W. H. Samuel

William H. Samuel, Jr.
Director

SOUTHERN UNIVERSITY
SOUTHERN BRANCH POST OFFICE
BATON ROUGE, LOUISIANA 70813

DEPARTMENT OF POLITICAL SCIENCE

February 17, 1969

FEB 19 1969

Mr. Ronnie Moore
SEDRFE
164 Madison Avenue
New York, New York

Dear Mr. Moore,

This long overdue letter comes filled with apologies for the delay. Being extremely busy yourself, you will probably understand how Seminars, Conferences and local Black activities in addition to regular academic responsibilities have kept me tied up for the past few weeks.

Thank you for allowing me to attend your Conference for Black School Board Officials. I thoroughly enjoyed being at Airlie House and am of the opinion that the Conference was well planned; the staff were exceptionally cordial and helpful; the atmosphere was informal and thus condusive to open and free discussion and the materials made available for participants was excellent.

At your request, I offer my evaluation of the overall effect of the Conference:

1. Size was not functional. The group was too large to make for meaningful exchanges. It was good for contacts and for learning what other officials are involved in, generally, and for discovering sources of aid and consultation. However, individual needs and problems were sorely neglected, primarily due to the vastness of the group which made it necessary to broaden the scope of discussion in order to accommodate the variety of school districts represented.

Suggestion:

Regional, state or district workshops as a follow-up to the Arlie House Conference would be most helpful for those officials who attended the meeting and extremely valuable for those who were not able to get to Virginia. For example, most of the officials from St. Francisville and similiar small towns did not attend the Conference.

A copy of your final evaluation report would also be a useful aid to centers, schools like Southern University, and individual elected or appointed school board officials.

SOUTHERN UNIVERSITY
SOUTHERN BRANCH POST OFFICE
BATON ROUGE, LOUISIANA 70813

DEPARTMENT OF POLITICAL SCIENCE

2. Discussion group composition was poor in terms of effective direction. Group assignments based on (a) geographic area of participants with topic changes being made from session to session, (b) size of school board districts, (c) stages of integration or desegregation in districts or (d) individual placement according to need(as indicated by the pre-conference questionnaire) would have been more profitable and the trend and direction would have been more relevant to the needs of the participants.

3. Resource people: Too many resources people spent too little time with groups. They were spread toothinly. A core of 6-8 people who could have stayed with one group (two assigned to each group) long enough to learn individual needs and address themselves to urgent problems would have been good. In fact, permenant assignment of one resource person and a SEDFRE staff person to each group would have made for a more realistic evaluation of needs, problems and assets of participants.

4. Material distribution: Much of the material made available during the Conference would have been made use of had it been mailed before the Conference. Even those officials who were unable to attend the meeting would have profited by much of the well written and valuable material. The effort required to mail the material before the conference would have been tremendous, yet the time lost during the sessions due to lack of familiarity with papers, projects and ideas found in the packets seems much more valuable than the extra organizational effort. Besides---lugging stacks of papers and books home after the Conference isn't terribly comfortable.

I have spoken to Dr. Prestage regarding the possible scheduling of a follow-up session at Southern University. She has indicated her intention of contacting you and other involved parties on the matter.

Again, thank you very much for letting me glean what I could from your Airlie House Conference. The contacts, materials and ideas gained and the acquaintances made certainly contributed to my appreciation for SEDFRE's activities and staff.

Hope to see you in New York soon.

Sincerely,

Shelby

Shelby F. Lewis

Evaluations

Most desirable features:

Enforcement of our feeling of blackness and our responsibility to the black community as Board members

Workshops -- small groups where interchange of experience and know-how proved most effective.

Group discussion

The fact that the black board members were able to assemble.

Workshops

Small workshops.

Cocktail parties and informal discussions following formal sessions

Workshops were based upon needs. People were vocal and friendly. Useful materials (printed) were plentiful, newspapers available.

Workshops

Our small group workshops

Group discussions

Small workshops

Small workshops, informal exchanges with other board members. Excellent resource people.

Discussion groups

Meeting and interacting with other board members

Small group meetings and workshops

1) Cross-section representation of school board members from all over the U.S. 2) variety of approaches to doing our task; 3) a good staff.

The workshop

Learning the problems of other black school board members

Evaluations

Least desirable features:

The attempt by some individuals to take the meetings away from the "moderator" and "speakers" assigned to the group.

Not structured enough to allow board member concerns to be developed fully.

Workshops with no authentic workshop leader or resource person. Too many superficial lectures by resource leaders. They obviously don't know school boards at their work.

In a few groups ~~[illegible]~~ disturbing factors let the group get out of control

Participants kept buildings untidy with wastepaper and cigarette butts, therefore not being considerate of hired help (janitors)

Group meetings espousing individual programs

Too tightly packed schedule

Movie

1) The necessary limited time of some meetings, thus reducing their effectiveness; 2) Some areas were rather narrowly approached, thus reducing the possibility for a braodening daebate or conversation.

Cocktail hours. The time schedule was too tight and restrictive.

Non
~~Mb~~-controlled verbal abuse; attempt to indoctrinate school board members.

The feeling that "white" is always wrong and that "Black" is always right. I would have like to learn some technical inf ormation about financing.

Evaluations

In what way was the Conference worthwhile to you?

It furnished me an opportunity to be of aia to so many of the participants whose problems I have experienced and the solutions thereof.

Crystallising problems.

Understandim our weaknesses better.

Only in that it made me aware of the divergent views and problems of other board members.

Gained information in several areas not formerly known.

Aanswered certain specific questions I had regarding my job, raised other questions, made me more militant.

I have not taken office as a newly appointed Board member and never having had any connection with one, I needed help and received so much.

The exchange of expereinces with other School Board members. Dr. Brice's comments on Finance and Budgeting.

The meetings of the minds of people all over the country

Opportunity to learn techniques being used in other areas. Being made aware of certain pitfalls.

Provided techniques for being a good responsible board member. For the first time I am saare of the power and influence one board member has with other board members.

Meeting of other black members

Exposure to other black board members and their ideas and problems

For becoming acquainted and more familiar with the problems of other areas.

Motivation, information, contact

Informal exchanges

Evaluations

For whom should similar workshops and seminars be repeated?

Please, for the benefit of the new Black School board members, who so badly need guidelines and directions.

For all black officials

For Board Members and prospective members

Not for board members unless board members can develop program

No

Same diversified group

Black administrators, community organizers around education

Board members

Same group

Local school board members, parents who are involved. (not for four days)

Board members

College board members

Newly elected and potential board members

Board members - elected or to be elected

1) Perhaps more specific involvement of the experienced board members with new members in small groups; 2) Grouping should be looked at from standpoint of similarity of problems.

For all black educators

Should be repeated, and at some point a sampling of white school board mebers should be exposed to our meetings.

Black school board members

Same group. But have groups aligned as to common origin.

Evaluations

Comments about composition of group attending Conference:

Generally, what I have heard was not favorable - but I do think that with the passing of time most felt that the orientation was beneficial....lack of common courtesy of some participants

Varied but helpful

Non-board members controlled or oriented. (The New York and Washington story needs to be told only once.)

Should have been restricted to school board members only. Use only topflight resource persons or school board members with appropriate background and experience.

Great. Great.

Excellent diversity

A representative group for the job to be done

Very good Very good

I think everybody had something to offer (except the press)

Very good

Very good cross section of school board members

Because they were from widely diverse systems, communities, states, etc., they were still homogeneous as far as concerns, calibre, problems

Good cross section of black board members

The divergence of opinion idicated an attempt to present different views. This is laudable.

I felt they were very diverse and each had his or her own problems and views. I think this conference should be repeated. Next time I feel we all can be more productive and helpful to each other because we will come with a better perspective and appreciation for the diversity of our problems.

Good. Note: However, effort should be made to not let any one section of the country dominate the meetings of groups.

Eva;uations

Comments about speakers, resource persons, trainers:

Trainers inexperienced in this role. Speakers and resource persons good.

Not appropriate for the task. Use school board members, top flight personnel.

Most speakers....excellent, resource persons superb and trainers very good.

Very good. Perhaps too many Federal government people

They were all knowledgeable; very interesting.

They were all very well prepared.

They were great, including Mr. Brown. ~~Sxx~~ Please see if you can get him to open his mouth in the city.

Most of the speakers were very good. Some better than others. Didn't appreciate the attitude and way in which some presented their views. Especially J. Hobson.

Most knowledgeable in their fields: speakers, resource persons. Trainers able to conduct group meetings.

For the most part they were excellent because of the information they had at their fingertips

Most of them were excellent or very good. The addition of black school administrators should be considered. National black elected officials also.

Some were interesting, others not.

My trainer was excellent. The resource people were very, very good.

All good, some superior.

Very good.

Some of the trainers were too mysterious and antagonistic.

Evaluations:

Other comments:

Should have been at Howard University or other black setting.

Next year should be planned by School Board members since they know what our needs and problems are. 2Otherwise, I may not come. A number of school board members refused to come for this reason. I now concur.

Very worthwhile.

None, except please have a radio at the next one.

It has been most helpful. Received many ideas that I hope to implement in my own city.

Excellent food.

A useful interaction

It would have been good to offer some more relaxing activities during some of the afternoons. It would also have been good to have scheduled a visit to Washington since many of us have never been there. It might have been possible to contact our Congressmen ahead of time and met with them as a group to indicate our togetherness and solidarity and state our goals and seek their support, or at the least remind them that they must represent our needs as well.

Do it again. The sensitivity phase of the program was new, informative and may I say "shocking" but very revealing.

Very good.

Do not permit one or several people to dominate the workshops. Try to get everyone's viewpoint.

One participant

(liked most)"the uninhibited interchange of opinions:" disliked most the unfavorable reports by the white press and "non-representation of the black press."

The group was evaluated as a cross section, with the cooment, "an attempt should be made to group accourding to regional problems and/or large-city and small-twon groups.

Another participant found the conference worhbwhile because "I am able to go back to my district with many new ideas which I expect to have implemented." For the composition of the group, "I can't ~~find~~ say too much in praise." On speakers, resource persons and trainers: "The whole team was as good ;if not better than any I have had the pleasure of hearing. Extra praise for...the best teacher I've ever seen -- Mrs. Rich." In conclusion, "I feel lucky to have been invited to attend. I go away with a keener appreciation of my people."

Ampther evaluation singled out for praise "Seeing 'our own' in good leadership positions and seeing them perform so admirably." This participant felt that "immeasurable insights I recivied in human relations" made the feature worthwhile. The undesirable feature of the Conference, to this same participant, was the presence of white people and white reporters. Composition of the group, this evaluation ciritized for "too many from I.S. 201 or New York City proper."

Future workshops: "Similar seminars and workshops should be repeated in all areas where epople are appointed or electd to public positions where the only training ground seems to be experience."

liked most: "the fact that Black people gathered together to resolve complex educational problems."

composition: "Good cross-sectional representation of Board members. There could have been fewer participants who were not board members."

TRAINER'S GUIDE

for

Change Comes to Trenton Schools in 1968

A Study in Procedure and Strategy

Prepared for use at the 1969 National Conference of Black School Board Members
by the Scholarship, Education and Defense Fund for Racial Equality,
164 Madison Avenue, New York, N.Y. 10016.

This Trainer's Guide is keyed to the printed case study, "Change Comes to Trenton Schools in 1968." The text presenting the facts is set up like a story with a surprise ending. It is to be read in the following stages:

I. Fall 1967: Trenton Central High School
II. Pre-Christmas Trouble and a New Year Bringing Disorders
III. Spotlight on a Key School Post: The Superintendency
IV. Hard-Core Resistance to the Logical Winner
(see final page of this guide for an abbreviated version to be read aloud)

DESIGN OF TRAINING EXERCISE

The exercise opens with a General Session, conducted by a Training Coordinator. He will be assisted by a number of professional trainers, each to be assigned to a small discussion group. The Training Coordinator introduces the case study, and divides participants into small groups assigned to separate locations. At each stage, the small groups assemble to hear the facts read, and to tackle four separate sets of discussion questions and tasks for group decision. After each stage of the narrative and its ensuing small-group workshop, the total group reassembles for a general session of group reports.

Small-Group Organization Each small group should first select its Reader, to state the facts of each stage. The necessary element of surprise must be maintained. Portions of the pamphlet may be passed around for individual reading, but the full pamphlet should not be made available to participants until after the Final Stage IV reading.

The small group should also designate one member to serve as discussion leader and reporter, to serve this function throughout the case-study exercise.

In addition, a professional trainer should be assigned to each small group for purposes of process observation and content analysis.

Timing Time allotted to this exercise is optional, depending on the total curriculum of the workshop in which it is to be used. A full week could be spent exploring strategy-planning fully, or a week-end workshop most profitably designed around the framework of the case study.

The absolute minimum time allotment is one-half day: the period given over to this case study at the 1969 National Conference of Black School Board Members. The following time schedule was set up in order to carry out the exercise in this necessarily compressed period.

SCHEDULE (3½ Hours)

Time	Activity
10	General Session: Introduction of Trenton Case Study and Instructions
35	Small Group Discussion of Stage I
15	General Session: Stage I Group Reports
35	Small Group Discussion of Stage II
15	General Session: Stage II Group Reports
35	Small Group Discussion of Stage III
15	General Session: Stage III Group Reports
35	Small Group Discussion of Stage IV
20	General Session: Stage IV Group Reports and Summary

Additional Resources For optional use, Trainers will have copies of the full text of the Trenton High School Report issued by the Trenton Commission on Human Relations, the Black Teachers Organization petition, and a sheet comparing the qualifications of the two finalists for the superintendency post.

SUGGESTED REMARKS FOR TRAINING COORDINATOR

To help the Training Coordinator move the participants from the developing story to discussion questions and tasks and back, here are some suggestions for introductory remarks and stage-by-stage transitional comments.

GENERAL SESSION: Introduction

The city of Trenton, while not a big city, has a full share of the many problems plaguing urban public-school systems. The year 1968 saw a great deal happen in Trenton schools, and may prove a turning-point for education there.

We are now going to hear, bit by bit, what happened last year in this one city. We'll break into small groups, gather in separate spots and discuss the facts of this real case study stage by stage. The idea will be to pick out parts of the story which can teach us how to look over and analyze events as they unfold...to map out a course of action which promises good results for all youngsters from an urban environment.

This is to be an exercise in strategy-planning -- to help people in the black community act in concert, despite great differences in opinion, so that together we can successfully change one thing in our schools.

Now we will break up into small groups. I want each group to select its own Reader who will present the case-study facts at each stage of the story. I want each group also to pick one member to be its Discussion Leader-Reporter throughout this morning's exercise. He will present discussion questions and tasks to you after each reading, and report back to all of us on what you have decided. I will also assign to each small group a professional trainer from our staff, who will be my deputy to you as you get down to business. The trainer's job will be to watch how you work together, and help you review the contents of your deliberations. We're on a strict time schedule, so the trainer will also tell you when it's time to listen, to discuss and to decide on action.

Now it's time to get things rolling, with Chapter One of the Trenton story.

GENERAL SESSION: Stage I Group Reports

TRAINING COORDINATOR: What did each group decide? (Record of decisions entered on a sheet of newsprint and posted.) What did the people of Trenton actually do at this stage of the game? Nothing. So now let us regroup and hear how events took over, from December 12 through Easter vacation 1968.

GENERAL SESSION: Stage II Group Reports

TRAINING COORDINATOR: How did the discussions and voting go? (Individual groups report their discussions. Some time is allotted for floor discussion of the problem of choice between acting as a black community or as an integrated community.) Now let's see what events transpired to force people in Trenton to make this very same choice.

GENERAL SESSION: Stage III Group Reports

TRAINING COORDINATOR: Well, what strategy have our groups zeroed in on? Are we in favor of having the Black Teachers Organization stick to its guns, demanding black appointments in the five Trenton school vacancies? Or are we shifting toward concentration on the superintendency? (Groups report on their decisions between these two alternate courses.)

Now let's list the three recommendations each group suggests to the black community of Trenton at this stage. (Recommendations reported and listed on sheet of newsprint.)

We've had enough speculation for a while. I'll now turn matters back to you and let our Readers get us back to the surprising events in Trenton as they now unfolded... He'll give you a brief summary and later -- or back home -- we can read and study the fuller, detailed story of how the Trenton black community operated, as reported at the end of the printed case-study pamphlet you'll each receive to take home.

GENERAL SESSION: Stage IV Group Reports and Summary

Note to the Training Coordinator:

The final evaluation session should include reports from each small-group leader. Trainers should then comment on the performance of the various groups on the tasks they were given for decision. Then the Training Coordinator can present his process and content analysis.

This session should provide an opportunity to draw the training exercise into focus for participants, and for the Training Coordinator to emphasize the most useful insights gained.

SUGGESTED QUESTIONS AND TASKS FOR SMALL-GROUP DISCUSSION

Each trainer assigned to a small group will give the appointed Discussion Leader the appropriate question-and-task sheet at each stage. These follow on separate sheets.

STAGE I

Suggested Questions for Discussion

- * Is this picture familiar? Why? Relate conditions at Trenton Central High School to the school system with which you are most directly connected.
- * Do these conditions call for action? If so, what kind? Instituted by whom and how?
- * What is the major problem that confronts the people of Trenton at this time?

Task for Group Decision

Where would you start? Pick one possible course of action from among the following choices, or frame one of your own:

1. More black teachers and policy-making administrators
2. Attitude training for high-school teachers and personnel
3. New curriculum with emphasis on black history
4. Revamping of discipline office
5. Beefing up of the guidance department and supplementary services (psychologists, social workers)
6. Creation of an effective student government
7. Fuller after-hours use of school for social functions
8. A direct approach to the lunch problem, involving students, high-school administrators and faculty, and the superintendent's staff
9. An objective study, assigned to expert and neutral outsiders, of of the mass of interlocking social and educational problems interfering with good education at Central High
10. Intensified Board attention to the search for a new superintendent of schools

STAGE II

Suggested Question for Discussion

* Do we ever use violence to accomplish needed reform?

Task for Group Decision

Decide whether to approach the Central High School crisis at this point as (a) a community-wide Trenton problem, or (b) a black problem.

Talk it over, vote, come to a choice of either (a) or (b).

STAGE III

Suggested Questions for Discussion

* How does your own school system rate on black educators in policy-making positions? Would you think it wise to organize the black community to call for more appointments of black administrators in your schools?

* What makes the superintendency such an important position? What are the powers of the superintendent? What are the powers of the Board?

* In what ways might a Board member or members work with a superintendent to effect meaningful changes in the established educational power structure?

Tasks for Group Decision

1. Decide between two alternative courses. Should the Black Teachers Organization (a) keep up its original demand for black appointments in the five positions vacant in Trenton schools? or
   (b) concentrate on the battle over the superintendency?

2. Do matters seem well in hand at this point in the Trenton story? Decide on a "yes" or "no" answer.

3. What further actions should the black community take? List three recommendations.

STAGE IV

Note to SMALL-GROUP READERS: Because Stage IV is so lengthy, substitute the following summary paragraphs when you reach the three stars on page 12. Group members will be able to study the expanded version in the printed pamphlet they will now be receiving, for study both here at the workshop and back home.

Summary Ending (for use on pamphlet page #12)

What happened next is described in full detail in the printed version of the case study. The detail is important and well worth studying at your leisure-but more than we can go into here today. Here's a rapid-fire summary of the action that took place on many fronts:

The Black Teachers Organization drew up a petition calling for a public hearing, visited the press to explain its position more fully, and won editorial support. Advance release in the newspapers of the long-awaited Human Relations Council high-school study resulted in a new development: the withdrawal of Vincent Halbert from the two-man race. And still the Board hesitated to make a formal offer to the black candidate. An open Board meeting provided the first face-to-face confrontation of reluctant Board members and an enraged community. The community employed virtually every tactic in the book for forcing a decision: picket lines, visits to politicians, the press, the Mayor, invitations to other organizations to join in the first integrated delegation and picket-line over the superintendency issue. The victory finally came after Board members had completed a scheduled trip to Dr. Watson's present school district. Actively supported by a broad cross section of Trenton organizations, the community drive had clearly been led and won by the town's black citizens.

Suggested Question for Discussion

* How were the following strategies used in Trenton?

(a) flexibility of goals
(b) identification of a single objective around which black people of sharply differing opinions can rally
(c) selection of one change to be accomplished in a school system where a great many things need improvement
(d) skillful functioning of the black community as a pressure group

Task for Group Decision

Draw up a short list of general principles learned from the Trenton case history--a few points that might help school-board members and other community activists to improve education for black school children.

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

Participant Evaluation

1. What were the most desirable features of the Conference?

The great evidence of organization and program planning that prevailed throughout the conference

2. What were the least desirable features of the Conference?

3. Was the Conference worthwhile to you? yes In what way?

Invaluable information and training that I received will be a great asset when I return to my community.

4. Should similar seminars and workshops be repeated? For whom?

yes - School Board members

5. What comments do you have about the composition of the group attending this Conference?

a very congenial and conservative group

-more-

6. What comments do you have about the speakers, resource persons, trainers?

Very efficient and courteous. A very dedicated and competent group.

7. What elements do you consider most important to the success of a workshop-conference like this?

NUMBER the following elements in the order of importance you assign to them. Add any additional factors you feel should be included.

____ the materials

2 ✓ the quality of participants

1 ____ the quality of "faculty"

____ other: ____________

____

____ the schedule, timing

____ the facilities

3 the group work

other: ____________

____

8. Other **COMMENTS** concerning the conference:

It was a most rewarding experience

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

Participant Evaluation

1. What were the most desirable features of the Conference?

1. Enforcement of our feeling of blackness and OUR responsibility to the black community as Board members.

2. Discussion of the important issues that are important to BLACK people throughout the nation

2. What were the least desirable features of the Conference?

I would suggest that there be included a general session with one or two noted people to keynote the important issue or issues facing black education.

3. Was the Conference worthwhile to you? Yes. In what way?

4. Should similar seminars and workshops be repeated? For whom?

Big City Board
Small City Boards
Board Members and Youth Groups College and High School

5. What comments do you have about the composition of the group attending this Conference? Good.

-more-

6. **What comments do you have about the speakers, resource persons, trainers?**

Well informed.
Your difficulty to trying have
Skilled people for such a broad area.
of topics. Easier to concentrate on few minimum
areas

7. **What elements do you consider most important to the success of a workshop-conference like this?**

NUMBER the following elements in the order of importance you assign to them. Add any additional factors you feel should be included.

2 **the materials**

4 **the quality of participants**

1 **the quality of "faculty"**

___ **other:** ____________

____

5 **the schedule, timing**

6 **the facilities**

3 **the group work**

other: ____________

____

8. **Other COMMENTS concerning the conference:**

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

Participant Evaluation

1. What were the most desirable features of the Conference?

Workshops — small groups where interchange of experience and know-how proved most effective — Preliminarily, concise presentations before the larger groups set the tone.

2. What were the least desirable features of the Conference?

The attempt by some individuals to take the meetings away from the "moderators" & speakers assigned to the groups.

3. Was the Conference worthwhile to you? Yes **In what way?**

It furnished me an opportunity to be of aid to so many of the participants whose problems I have experienced and the solutions thereof.

4. Should similar seminars and workshops be repeated? For whom?

Please, for the benefit of new Black School Board members, who so badly need guidance and directions.

5. What comments do you have about the composition of the group attending this Conference?

Generally, what I have heard are not favorable — but, I do think that with the passing of time most felt that the orientation was beneficial.

-more-

6. **What comments do you have about the speakers, resource persons, trainers?**

Very good — even tho at times tiresome, by reason of the lack of common courtesy of some participant.

7. **What elements do you consider most important to the success of a workshop-conference like this?**

NUMBER the following elements in the order of importance you assign to them. Add any additional factors you feel should be included.

6 ✓ **the materials**

Tie

1. ✓ **the quality of participants**

1 ✓ **the quality of "faculty"**

____ **other:** ________________

2. ✓ **the schedule, timing**

5 ✓ **the facilities**

4 ✓ **the group work**

3 ✓ **other:** The cooperation & consideration of the staff.

8. **Other COMMENTS concerning the conference:**

Eventually, participants may get tired on Thursdays — Also, it seems that — Friday & Saturdays — should be your prime dates

✓

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

Participant Evaluation

1. What were the most desirable features of the Conference?

Group discussion Groups

2. What were the least desirable features of the Conference?

?

3. Was the Conference worthwhile to you? yes In what way?

Innerraction - awareness. Growth education

4. Should similar seminars and workshops be repeated? For whom?

yes for all black officials

5. What comments do you have about the composition of the group attending this Conference?

should be broaden

-more-

6. What comments do you have about the speakers, resource persons, trainers?

From Excellent to fair

7. What elements do you consider most important to the success of a workshop-conference like this?

NUMBER the following elements in the order of importance you assign to them. Add any additional factors you feel should be included.

✓ the materials

✓ the quality of participants

____ the quality of "faculty"

____ other: ________________

____

✓ the schedule, timing

✓ the facilities

✓ the group work

other: ____________________

____

8. Other COMMENTS concerning the conference:

✓

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

Participant Evaluation

1. What were the most desirable features of the Conference?

2. What were the least desirable features of the Conference?

3. Was the Conference worthwhile to you? YES In what way?

CRYSTAlizing PROBLEMS

4. Should similar seminars and workshops be repeated? For whom?

YES, FOR BOARD MEMBERS & PROSPECTIVE MEMBERS

5. What comments do you have about the composition of the group attending this Conference? VARIED but Helpful

-more-

6. What comments do you have about the speakers, resource persons, trainers?

Good

7. What elements do you consider most important to the success of a workshop-conference like this?

NUMBER the following elements in the order of importance you assign to them. Add any additional factors you feel should be included.

4 the materials

1 the quality of participants

2 the quality of "faculty"

____ other: ________________

5 the schedule, timing

6 the facilities

3 the group work

other: ________________

8. Other **COMMENTS** concerning the conference:

The conference was generally quite helpful.

✓

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

Participant Evaluation

1. What were the most desirable features of the Conference?

The fact that the black board members were able to assemble –

2. What were the least desirable features of the Conference?

not structured ~~rigidly enough~~ to allow board member concerns to be developed fully –

3. Was the Conference worthwhile to you? Yes **In what way?**

I understand of our weaknesses better.

4. Should similar seminars and workshops be repeated? For whom?

not for board members unless board members can develop program –

5. What comments do you have about the composition of the group attending this Conference?

non board member controlled or oriented – (The New York and Washington story needs to be told only once –

-more-

6. What comments do you have about the speakers, resource persons, trainers?

Trainers inexperienced in this role -
Speakers & resource persons good -

7. What elements do you consider most important to the success of a workshop-conference like this?

NUMBER the following elements in the order of importance you assign to them. Add any additional factors you feel should be included.

____ the materials

2 the quality of participants

1 the quality of "faculty"

____ other: ________________

____

____ the schedule, timing

3 the facilities

____ the group work

other: ________________

____

8. Other COMMENTS concerning the conference:

Should have been at Howard university or other black setting

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

✓

Participant Evaluation

1. What were the most desirable features of the Conference?

Workshops

2. What were the least desirable features of the Conference?

Workshops w/ no authentic workshop leader, or resource person. Too many superficial lectures by resource leaders. They obviously don't know school boards and their work.

3. Was the Conference worthwhile to you?_______ In what way?

Only in that it made me aware of the divergent views and problems of the board members

4. Should similar seminars and workshops be repeated? For whom?

No

5. What comments do you have about the composition of the group attending this Conference?

~~D~~ Should have been restricted to school Board members only. Use only top flight resource persons or school board members w/ appropriate background and experience

-more-

6. **What comments do you have about the speakers, resource persons, trainers?**

Not appropriate for the task
Use school board members, top flight
personnel. [illegible]

7. **What elements do you consider most important to the success of a workshop-conference like this?**

NUMBER the following elements in the order of importance you assign to them. Add any additional factors you feel should be included.

Low **the materials**

High **the quality of participants**

Low **the quality of "faculty"**

____ **other:** ____________

____

High **the schedule, timing**

High **the facilities**

Fair **the group work**

other: ____________

____

8. **Other COMMENTS concerning the conference:**

Next year should be planned by school board members since they know what our needs and problems are. Otherwise, I may not come. A number of school board members refused to come for this reason. I now concur.

✓

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

Participant Evaluation

1. What were the most desirable features of the Conference?

Small Workshops

2. What were the least desirable features of the Conference?

In a few groups the element of disturbing factors that let the group get out of control

3. Was the Conference worthwhile to you? yes In what way?

Gained information in several areas not formally known

4. Should similar seminars and workshops be repeated? For whom? yes

[illegible] grp

5. What comments do you have about the composition of the group attending this Conference?

Fair

-more-

6. What comments do you have about the speakers, resource persons, trainers?

Most of the Speakers were Excellent, Resource persons Superb + trainers Very good.

7. What elements do you consider most important to the success of a workshop-conference like this?

NUMBER the following elements in the order of importance you assign to them. Add any additional factors you feel should be included.

3 the materials

2 the quality of participants

1 the quality of "faculty"

___ other: ________________

5 the schedule, timing

6 the facilities

4 the group work

other: ________________

8. Other **COMMENTS** concerning the conference:

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

Participant Evaluation

1. What were the most desirable features of the Conference?

COCKTAIL PARTIES AND INFORMAL
DISCUSSIONS FOLLOWING FORMAL
SESSIONS

2. What were the least desirable features of the Conference?

3. Was the Conference worthwhile to you? YES In what way?

YES
ANSWER CERTAIN SPECIFIC QUESTIONS I HAD
REGARD MY JOB.
RAISED OTHER QUESTIONS
MADE ME MORE MILITANT

4. Should similar seminars and workshops be repeated? For whom?

YES
BLACK ADMINISTRATORS
COMMUNITY ORGANIZERS AROUND EDUCATION

5. What comments do you have about the composition of the group attending this Conference?

EXCELLENT DIVERSITY

-more-

6. What comments do you have about the speakers, resource persons, trainers?

VERY GOOD
PERHAPS TOO MANY FED GOVERNMENT PEOPLE

7. What elements do you consider most important to the success of a workshop-conference like this?

NUMBER the following elements in the order of importance you assign to them. Add any additional factors you feel should be included.

6 the materials

1 the quality of participants

5 the quality of "faculty"

___ other: ________________

____

3 the schedule, timing

4 the facilities

2 the group work

other: ________________

____

8. Other COMMENTS concerning the conference:

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

Participant Evaluation

1. What were the most desirable features of the Conference?

Workshops were based upon needs
People were vocal and friendly
Useful materials (printed) were plentiful
Newspapers available.

2. What were the least desirable features of the Conference?

participants kept building untidy with waste paper and cigarette Butts therefore not being considerate of hired help (Janitors)

3. Was the Conference worthwhile to you? Yes In what way?

I have not taken office as a newly appointed Board member and never having had any connection with one, I needed help and received so much.

4. Should similar seminars and workshops be repeated? For whom?

Yes, for Board members.

5. What comments do you have about the composition of the group attending this Conference?

The group attending was a representative group for the job to be done.

-more-

6. What ~~comments~~ do you have about the speakers, resource persons, trainers?

They were all knowledgable; Very interesting.

7. What elements do you consider most important to the success of a workshop-conference like this?

NUMBER the following elements in the order of importance you assign to them. Add any additional factors you feel should be included.

4 the materials

1 the quality of participants

2 the quality of "faculty"

____ other: ____________________

____

3 the schedule, timing

5 the facilities

6 the group work

other: ____________________

____

8. Other **COMMENTS** concerning the conference:

Very worthwhile

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

Participant Evaluation

1. What were the most desirable features of the Conference?

Work shops

2. What were the least desirable features of the Conference?

3. Was the Conference worthwhile to you? Yes In what way?

The exchange of experiences with
Other School Board members.
Dr. Brice's comments on Finances
& Budgeting.

4. Should similar seminars and workshops be repeated? For whom?

Yes! Same Group

5. What comments do you have about the composition of the group attending this Conference?

Very Good

-more-

6. What comments do you have about the speakers, resource persons, trainers?

They all were very well prepared.

7. What elements do you consider most important to the success of a workshop-conference like this? Planning

NUMBER the following elements in the order of importance you assign to them. Add any additional factors you feel should be included.

4 the materials

3 the quality of participants

2 the quality of "faculty"

____ other: ________________

____

1 the schedule, timing

5 the facilities

6 the group work

other: ________________

____

8. Other COMMENTS concerning the conference:

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

✓

Participant Evaluation

1. What were the most desirable features of the Conference?

Our small group Workshops

2. What were the least desirable features of the Conference?

None to my Knowledge

3. Was the Conference worthwhile to you? Yes In what way?

the Meetings of the minds
Of people all over the country

4. Should similar seminars and workshops be repeated? For whom?

yes but not for four days,
for Local School Bd Mem, Parents who are involve,

5. What comments do you have about the composition of the group attending this Conference?

None I think everybody had
some thing to offer, (except the Press)

-more-

6. **What comments do you have about the speakers, resource persons, trainers?**

they were great including Mr Brown, Please see if you can get him to open his mouth in the city.

7. **What elements do you consider most important to the success of a workshop-conference like this?**

NUMBER the following elements in the order of importance you assign to them. Add any additional factors you feel should be included.

✓ **the materials**

✓ **the quality of participants**

✓ **the quality of "faculty"** they were the greatest

____ **other:** ____________

____ **the schedule, timing**

✓ **the facilities**

✓ **the group work**

other: ____________

8. **Other COMMENTS concerning the conference:**

None. except please have a radio at the next one,

✓

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

Participant Evaluation

1. What were the most desirable features of the Conference?

Group Discussions

2. What were the least desirable features of the Conference?

3. Was the Conference worthwhile to you? Yes In what way?

4. Should similar seminars and workshops be repeated? For whom?

Yes - Bd. Members

5. What comments do you have about the composition of the group attending this Conference?

Very Good

-more-

6. **What comments do you have about the speakers, resource persons, trainers?**

Most of the Speakers were very good.

– Some better than others

Especially J. Hobson – Didn't appreciate the attitude and the way in which some presented their views

7. **What elements do you consider most important to the success of a workshop-conference like this?**

NUMBER the following elements in the order of importance you assign to them. Add any additional factors you feel should be included.

3 **the materials**	4 **the schedule, timing**
____ **the quality of participants**	____ **the facilities**
2 **the quality of "faculty"**	1 **the group work**
____ **other:** ____________	**other:** ____________

8. **Other COMMENTS concerning the conference:**

It has been most helpful. Received many ideas that I hope to implement in my own City.

✓

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

Participant Evaluation

1. What were the most desirable features of the Conference?

Small workshops

2. What were the least desirable features of the Conference?

Group meetings espousing individual programs.

3. Was the Conference worthwhile to you? Yes In what way? Opportunity to learn techniques being used in other areas. Being made aware of certain pitfalls.

4. Should similar seminars and workshops be repeated? For whom?

Yes - college board members

5. What comments do you have about the composition of the group attending this Conference?

Very good cross section of school board members.

-more-

6. **What comments do you have about the speakers, resource persons, trainers?**

most Knowledgeable in their fields - speakers, resource persons. Trainers able to conduct group meetings

7. **What elements do you consider most important to the success of a workshop-conference like this?** planning

NUMBER the following elements in the order of importance you assign to them. Add any additional factors you feel should be included.

6 the materials

1 the schedule, timing

4 the quality of participants

2 the facilities

5 the quality of "faculty"

3 the group work

____ other: ____________________

other: ____________________

8. **Other COMMENTS concerning the conference:**

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

Participant Evaluation

1. What were the most desirable features of the Conference?

Small workshops, informal exchanges with other board members. Excellent resource people.

2. What were the least desirable features of the Conference?

Too tightly packed schedule.

3. Was the Conference worthwhile to you? Yes **In what way?** Provided techniques for being a good responsible board member.

For the first time I am aware of the power and influence 1 board member has with other board members

4. Should similar seminars and workshops be repeated? For whom? Yes.

For newly elected board members and potential board members.

5. What comments do you have about the composition of the group attending this Conference?

Because they ~~we~~ were from widely diverse systems, communities, States, etc. they were still homogenous ~~to~~ as fare concerns, Calibre, problems

-more-

6. What comments do you have about the speakers, resource persons, trainers?

For the most part they were excellent because of the information they had at their fingertips

7. What elements do you consider most important to the success of a workshop-conference like this?

NUMBER the following elements in the order of importance you assign to them. Add any additional factors you feel should be included.

4 the materials

6 the schedule, timing

1 the quality of participants

5 the facilities

2 the quality of "faculty"

3 the group work

____ other: ________________

other: ________________

8. Other COMMENTS concerning the conference:

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

Participant Evaluation

1. What were the most desirable features of the Conference?

Discussion groups

2. What were the least desirable features of the Conference?

Movie

3. Was the Conference worthwhile to you? yes In what way?

Meeting of other Black members

4. Should similar seminars and workshops be repeated? For whom?

yes For Board members - elected or to be elected

5. What comments do you have about the composition of the group attending this Conference?

Good cross-section of Black board members

-more-

6. What comments do you have about the speakers, resource persons, trainers?

Most of them were excellent or very good. The addition of Black school administrators should be considered. National Black elected officials also

7. What elements do you consider most important to the success of a workshop-conference like this?

NUMBER the following elements in the order of importance you assign to them. Add any additional factors you feel should be included.

5 the materials

3 the quality of participants

4 the quality of "faculty"

____ other: ~~Food was excellent~~

1 the schedule, timing

6 the facilities

2 the group work

other: __________

8. Other COMMENTS concerning the conference:

Excellent Foods.

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

Participant Evaluation

1. What were the most desirable features of the Conference?

Meeting and interacting with other board members

2. What were the least desirable features of the Conference?

1) The necessary limited time of some meetings
thus reducing their effectiveness

2) Some areas were rather narrowly approached thus
reducing the possibility for a broadening debate or conversation.

3. Was the Conference worthwhile to you? Yes In what way?

Exposure to other black board members and
their ideas and problems.

4. Should similar seminars and workshops be repeated? For whom?

1) Perhaps more specific involvement of those experienced board members
with new members in small groups.

2) Grouping should be looked at from standpoint of similarity of problems.

5. What comments do you have about the composition of the group attending this Conference?

The divergence of opinion indicated an attempt to
present different views. This is laudable.

-more-

6. What comments do you have about the speakers, resource persons, trainers?

Some were interesting, others not

7. What elements do you consider most important to the success of a workshop-conference like this?

NUMBER the following elements in the order of importance you assign to them. Add any additional factors you feel should be included.

____ the materials

2) ✓ the quality of participants

1) ✓ the quality of "faculty"

____ other: ________________

____

3) ✓ the schedule, timing

✓ the facilities were excellent

4) ✓ the group work

other: ________________

____

8. Other COMMENTS concerning the conference:

It was a useful interaction

✓

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

Participant Evaluation

1. What were the most desirable features of the Conference?

Small group meetings and workshops.

2. What were the least desirable features of the Conference?

Cocktail hours. The time schedule was too tight and restrictive.

3. Was the Conference worthwhile to you? yes In what way?

In becoming acquainted and more familiar with the problems of other areas.

4. Should similar seminars and workshops be repeated? For whom?

yes For all black educators

5. What comments do you have about the composition of the group attending this Conference?

I felt they were very diverse and each had his or her own problems and views. I think this conference should be repeated. Next time I feel we all can be more productive and helpful to each other because we will come with a better perspective and appreciation for the diversity of our problems.

-more-

6. **What comments do you have about the speakers, resource persons, trainers?**

My trainer was excellent. The resource people were very, very good.

7. **What elements do you consider most important to the success of a workshop-conference like this?**

NUMBER the following elements in the order of importance you assign to them. Add any additional factors you feel should be included.

5 **the materials**

6 **the schedule, timing**

3 **the quality of participants**

4 **the facilities**

2 **the quality of "faculty"**

1 **the group work**

____ **other:** ____________________

other: ____________________

8. **Other COMMENTS concerning the conference:**

It would have been good to offer some more relaxing activities during some of the afternoons. It would also have been good to have scheduled a visit to Washington since many of us have never been there. It might have been possible to contact our congressmen ahead of time and met with them as a group to indicate our togetherness and solidarity and state our goals and seek their support, or at the least remind them that they must represent our needs as well.

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

Participant Evaluation

1. What were the most desirable features of the Conference?

(1) Cross section representation of school board members from all over the U.S.
(2) Variety of approaches to doing our task
(3) a good staff

2. What were the least desirable features of the Conference?

1. Uncontrolled verbal abuse
2. attempt to indoctrination of sch. bd ~~mem~~ members
3.

3. Was the Conference worthwhile to you? Yes In what way?

1. Motivation
2. Information
3. Contact

4. Should similar seminars and workshops be repeated? For whom?

Yes, it should be repeated And believe at some point a sampling of ~~schoo~~ white school board members should be exposed to our meetings

5. What comments do you have about the composition of the group attending this Conference?

1. Composition was good
Note: However, effort should be made to not let any one section of the country dominate the meetings of groups.

-more-

6. What comments do you have about the speakers, resource persons, trainers?

They were all good; some were superior.

7. What elements do you consider most important to the success of a workshop-conference like this? (1) organization (2) Directives and direction, (3) Participation (4) Results

NUMBER the following elements in the order of importance you assign to them. Add any additional factors you feel should be included.

___ the materials

(1) the quality of participants

(2) the quality of "faculty"

___ other: ______________

____

___ the schedule, timing

(3) the facilities

(4) the group work

other: ______________

____

8. Other COMMENTS concerning the conference:

Do it again

The sensitivity phase of the program was new, informative and may I say "shocking" but very revealing.

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS ✓

Participant Evaluation

1. What were the most desirable features of the Conference? The Workshop

2. What were the least desirable features of the Conference? No Comment

3. Was the Conference worthwhile to you? yes In what way? Informal exchanges

4. Should similar seminars and workshops be repeated? For whom? Black school Board Members.

5. What comments do you have about the composition of the group attending this Conference?

They are very good.

-more-

6. What comments do you have about the speakers, resource persons, trainers?

They are very good.

7. What elements do you consider most important to the success of a workshop-conference like this?

NUMBER the following elements in the order of importance you assign to them. Add any additional factors you feel should be included.

1 the materials

4 the quality of participants

6 the quality of "faculty"

____ other: ________________

2 the schedule, timing

5 the facilities

3 the group work

other: ________________

8. Other COMMENTS concerning the conference:

It was very good.

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

Participant Evaluation

1. What were the most desirable features of the Conference?

Learning the problems of other Black school board members

2. What were the least desirable features of the Conference?

The feeling That "white" is always wrong and The "Black" is always right.

I would have like to learn some Technical information about financing.

3. Was the Conference worthwhile to you? Yes In what way?

Answered in No. 1.

4. Should similar seminars and workshops be repeated? For whom?

Yes - Same group. But have groups alligned as to common origin

5. What comments do you have about the composition of the group attending this Conference?

Great

-more-

6. What comments do you have about the speakers, resource persons, trainers?

Some of The trainers were Too mysterious and antagonistic.

7. What elements do you consider most important to the success of a workshop-conference like this?

NUMBER the following elements in the order of importance you assign to them. Add any additional factors you feel should be included.

1 the materials	5 the schedule, timing
3 the quality of participants	6 the facilities
4 the quality of "faculty"	2 the group work
___ other: ___	other: ___

8. Other COMMENTS concerning the conference:

Do not permit one or several people To dominate The workshops. Try To get everyone's viewpoint.

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

Participant Evaluation

1. What were the most desirable features of the Conference?

The work shops and the opportunity to meet and discuss common problems and to re-evaluate my thinking and realize my frustrations are not singular.

2. What were the least desirable features of the Conference?

The first day on Thursday was almost valut-less in most respects.

3. Was the Conference worthwhile to you? Yes In what way?

answered in number one.

4. Should similar seminars and workshops be repeated? For whom?

Yes, same group. (Latter in year)

5. What comments do you have about the composition of the group attending this Conference?

We definitely needed the stimulation of different points of view, as argumentative persons, with both radical, conservative etc. And these we had. Maybe, a few more next time. It stimulates thinking, more than agreement.

-more-

6. What comments do you have about the speakers, resource persons, trainers?
most have been of definitely high caliber.

7. What elements do you consider most important to the success of a workshop-conference like this? all the things thus far exhibited

NUMBER the following elements in the order of importance you assign to them. Add any additional factors you feel should be included.

3 the materials

2 the quality of participants

1 the quality of "faculty"

____ other: ________________

____

5 the schedule, timing

6 the facilities

4 the group work

other: ________________

____

8. Other COMMENTS concerning the conference:

Participant Evaluation

1. What were the most desirable features of the Conference?

The way people recognized that each other were human beings and the realization that we all have problems and it is up to us to help each other.

2. What were the least desirable features of the Conference?

The least desirable features were in the minority and could really be ignored.

3. Was the Conference worthwhile to you? Yes In what way?

The people and the different ideas and types of discussion were most educational

4. Should similar seminars and workshops be repeated? For whom?

Yes. For the same people.

5. What comments do you have about the composition of the group attending this Conference?

Beautiful

-more-

6. What comments do you have about the speakers, resource persons, trainers?

Some of our Board members should be speakers.
The trainers were excellent and most of the resource people were good.

7. What elements do you consider most important to the success of a workshop-conference like this?

Unity.

NUMBER the following elements in the order of importance you assign to them. Add any additional factors you feel should be included.

4 the materials

3 the quality of participants

2 the quality of "faculty"

___ other: ____________________

____

5 the schedule, timing

6 the facilities

1 the group work

other: ____________________

____

8. Other COMMENTS concerning the conference:

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

Participant Evaluation

1. What were the most desirable features of the Conference?

The open Discussion of every body expressing there honest oppions in respect to there Communitys,

2. What were the least desirable features of the Conference?

to me the Least Desirble Feature was Black power issues which was the least unimportant was our Children neds. you have your Black power with in your self. there fore use it to better you as other in togetherness, for all

3. Was the Conference worthwhile to you? yes In what way?

in lots of ways just in knowing that other Board members, do have problems Different than my school Board. all so there can be good policys drawing from this type of thing.

4. Should similar seminars and workshops be repeated? For whom?

there should be in order to Continue to Draw in better policy makings and new ideas for all Boards Natonal wide.

5. What comments do you have about the composition of the group attending this Conference?

it was a Mixture of Different opinions, but that how strageliz is form

-more-

6. What comments do you have about the speakers, resource persons, trainers?

Very inlighten, but much work to be done
in bringing the answers to meet a ever one here
needs,

7. What elements do you consider most important to the success of a workshop-conference like this?

NUMBER the following elements in the order of importance you assign to them. Add any additional factors you feel should be included.

X the materials

X the quality of participants

___ the quality of "faculty"

___ other: ____________

____

___ the schedule, timing

___ the facilities

X the group work

other: ____________

____

8. Other COMMENTS concerning the conference:

I do wish that there would be media of our
Black papers and news medias instead of White
if they have assess. Black should be here also
other wise it brings our people together in a most
affected ways ie our papers as our Black school board
to others we can unite and save our children from
destruction, so that they will leave our future
generation,

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

Participant Evaluation

1. What were the most desirable features of the Conference?

1 The way in which the conference was conducted

2. open discussions

2. What were the least desirable features of the Conference?

No one covering the conference from the black Press

3. Was the Conference worthwhile to you? yes In what way?

It enlighten me on several things that was going on in other Localities

4. Should similar seminars and workshops be repeated? For whom? yes

5. What comments do you have about the composition of the group attending this Conference?

I feel that they are all Looking for the sam goals, but are trying different ways to accomplish them

-more-

6. What comments do you have about the speakers, resource persons, trainers?

I felt that most of their Program was built around the Large School systems.

7. What elements do you consider most important to the success of a workshop-conference like this?

NUMBER the following elements in the order of importance you assign to them. Add any additional factors you feel should be included.

1 **the materials**

5 **the quality of participants**

2 **the quality of "faculty"**

___ **other:** ________________

6 **the schedule, timing**

4 **the facilities**

3 **the group work**

other: ________________

8. Other COMMENTS concerning the conference:

I feel that the conference should be held in a Negro Univ.

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

Participant Evaluation

1. What were the most desirable features of the Conference?

The uninhibited interchange of opinions

2. What were the least desirable features of the Conference?

Unfavorable press reviews by white press

Non-representation of Black press.

3. Was the Conference worthwhile to you? Yes In what way?

Reemphasized my role as a black school board member.

4. Should similar seminars and workshops be repeated? For whom?

Yes All black SB members.

5. What comments do you have about the composition of the group attending this Conference? The group represented a cross-section of area and problems. An attempt should be made to group according to regional problems and or/ large city and small town groups.

-more-

6. What comments do you have about the speakers, resource persons, trainers?

General good —

7. What elements do you consider most important to the success of a workshop-conference like this?

NUMBER the following elements in the order of importance you assign to them. Add any additional factors you feel should be included.

4 the materials

3 the quality of participants

2 the quality of "faculty"

___ other: ____________

5 the schedule, timing

6 the facilities

1 the group work

other: ____________

8. Other COMMENTS concerning the conference:

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

Participant Evaluation

1. What were the most desirable features of the Conference?

1 The thoroughness in which each session was handled.

2. The ~~two~~ very ~~knowledgeness~~ knowledgable instructors:

3. The informal sessions with other board members ~~of~~ from which I was able to gleam much useful information

2. What were the least desirable features of the Conference?

News release by white press.

Lack of Black Press representation.

3. Was the Conference worthwhile to you? yes In what way?

By attending this conference I am able to go back to my district with many new ideas which I expect to have implemented.

4. Should similar seminars and workshops be repeated? For whom?

Yes - ~~Boar~~ Black Board members and ~~ad~~ Black Administrators

5. What comments do you have about the composition of the group attending this Conference?

I can't say too much in praise ~~for~~ of this type of group. I don't feel that it could have been beat as far as make up is concerned

-more-

6. What comments do you have about the speakers, resource persons, trainers?

The whole team was as good if not better than any that I have had the pleasure of hearing. Extra praise for who I think is the best teacher I've ever seen - Mrs Rich

7. What elements do you consider most important to the success of a workshop-conference like this?

NUMBER the following elements in the order of importance you assign to them. Add any additional factors you feel should be included.

4 the materials

2 the quality of participants

1 the quality of "faculty"

____ other: ________________

3 the schedule, timing

6 the facilities

5 the group work

other: ________________

8. Other COMMENTS concerning the conference:

I feel lucky to have been invited to attend. I go away with a keener appreciation of my people.

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

Participant Evaluation

1. What were the most desirable features of the Conference?

All the workshops
Meeting other school board members
Seeing our own in good leadership positions and
seeing them perform so admirably
The very well planned conference

2. What were the least desirable features of the Conference?

Attendance of white people and white reporters
Not enough emphasis on ~~the~~ ~~what~~ how one black
school board member in practically all white
society can do to effect change.

3. Was the Conference worthwhile to you? yes In what way?

The immeasurable insight & rewards in human
relations

4. Should similar seminars and workshops be repeated? For whom?

Yes, for black school board members, black non-working
parents and black ~~college~~ students in their
freshman ~~year~~ or sophomore year at institutes of
higher learning, especially those in vocational.

5. What comments do you have about the composition of the group attending this Conference?

Too many from IS 201 - or New York City people
(at least they weren't scattered enough).

-more-

6. **What comments do you have about the speakers, resource persons, trainers?**

As a whole they were excellent.

7. **What elements do you consider most important to the success of a workshop-conference like this?**

NUMBER the following elements in the order of importance you assign to them. Add any additional factors you feel should be included.

7 **the materials**

5 **the quality of participants**

1 **the quality of "faculty"**

___ **other:** methods used to keep up morale of group

4 **the schedule, timing**

2 **the facilities**

3 **the group work**

other: food

8. **Other COMMENTS concerning the conference:**

I would like two or three workshops on how to Conduct a good [illegible] ~~[illegible]~~ on sensitivity training.

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

Participant Evaluation

1. What were the most desirable features of the Conference?

I thought the session on attitudes was Excellent the Strategy Planning Session was very good, I was very impressed with the Community Control Workshops

2. What were the least desirable features of the Conference?

I felt that most of the session were good - however often the chairman did not control personalities who in their own way attempted to "take over".

3. Was the Conference worthwhile to you? Yes In what way?

The exchange of ideas, the sharing with other black Board member. The understanding of the dynamics of the Community Control - 201 Complex

4. Should similar seminars and workshops be repeated? For whom?

Yes, political officials as well as School Bd members.

5. What comments do you have about the composition of the group attending this Conference?

I thought that the cross section was good.

-more-

6. What comments do you have about the speakers, resource persons, trainers?

I felt they were person that were involved in the things they were talking about – they were very good.

7. What elements do you consider most important to the success of a workshop-conference like this? obtain the best resource persons available even those with extreme views –
NUMBER the following elements in the order of importance you assign to them. Add any additional factors you feel should be included.

3 the materials

1 the quality of participants

4 the quality of "faculty"

____ other: ____________

6 the schedule, timing

5 the facilities ideas about locations

2 the group work

other: ____________

8. Other COMMENTS concerning the conference:

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

Participant Evaluation

1. **What were the most desirable features of the Conference?**

The most desirable features were the small group workshops.

2. **What were the least desirable features of the Conference?**

the least desirable features was the tight schedule and the length of the Conference day.

3. **Was the Conference worthwhile to you?** Yes **In what way?**

It has broadened my knowledge in to ways that I can be more effective in my community

4. **Should similar seminars and workshops be repeated? For whom?** Yes, similar seminars and workshops should be repeated in all areas ~~of~~ where people are appointed or elected to public positions where the only training ground seems to be experience

5. **What comments do you have about the composition of the group attending this Conference?**

I think the composition of the group is diversified enough so that there was always a learning process going on.

-more-

6. **What comments do you have about the speakers, resource persons, trainers?**

Everyone involved added tremendously to the purpose of this conference

7. **What elements do you consider most important to the success of a workshop-conference like this?** Cooperation + an honest desire to improve the job you are trying to do

NUMBER the following elements in the order of importance you assign to them. Add any additional factors you feel should be included.

3 the materials

2 the quality of participants

1 the quality of "faculty"

____ other: ____________________

5 the schedule, timing

6 the facilities

4 the group work

other: ____________________

8. Other **COMMENTS** concerning the conference:

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

Participant Evaluation

1. What were the most desirable features of the Conference?

The fact that Black people gathered together to resolve complex educational problems.

2. What were the least desirable features of the Conference?

The participants brought their provincial personalities; they just expressed individualism; they still believe in integration when there is no such animal; they did not express the feelings of their communities because they do not know what they are.

3. Was the Conference worthwhile to you? Yes In what way? One gains insight into the white man's use of Black people as tension managers, tokens, and fools.

4. Should similar seminars and workshops be repeated? For whom? Yes. For Board members, however, by Black oriented revolutionists from college campuses, Black Panthers, etc..

5. What comments do you have about the composition of the group attending this Conference? They are drawn mainly from the "Black middle Class (whatever that is) and they reflect white middle values.

-more-

6. What comments do you have about the speakers, resource persons, trainers?

They were interesting and alert, but they could not effect any changes with this group

7. What elements do you consider most important to the success of a workshop-conference like this?

NUMBER the following elements in the order of importance you assign to them. Add any additional factors you feel should be included.

____ the materials

✓ the quality of participants

✓ the quality of "faculty"

____ other: Interest groups

____ the schedule, timing

____ the facilities

✓ the group work

other: ____________________

8. Other COMMENTS concerning the conference:

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

Participant Evaluation

1. What were the most desirable features of the Conference?

Participants and Resource Persons

2. What were the least desirable features of the Conference? Too late night Sessions. Perhaps three, rather than four days

3. Was the Conference worthwhile to you? Yes In what way?

Primarily the opportunity to meet and exchange experiences with black School board members from acrsss the country.

4. Should similar seminars and workshops be repeated? For whom?

Yes, FOR OTHER CATEGORIES of officeholders

5. What comments do you have about the composition of the group attending this Conference?

I Believe they were Appropriate to the occasion

-more-

6. What comments do you have about the speakers, resource persons, trainers?

All excellent

7. What elements do you consider most important to the success of a workshop-conference like this?

NUMBER the following elements in the order of importance you assign to them. Add any additional factors you feel should be included.

5 the materials	3 the schedule, timing
6 the quality of participants	2 the facilities
1 the quality of "faculty"	4 the group work
____ other: ________________	other: ________________

8. Other COMMENTS concerning the conference: Thoroughly enjoyed being at, and participating in the Conference.

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

Participant Evaluation

1. What were the most desirable features of the Conference?

The opportunity to meet many other black board members.
The good and helpful attitudes of all the staff.
The opportunities for fellowship and work.

2. What were the least desirable features of the Conference?

3. Was the Conference worthwhile to you? Yes In what way?

I was able to discover my own thinking and attitudes in relation to other black board members.
~~&~~ The vastness of new knowledge.

4. Should similar seminars and workshops be repeated? For whom?

Very definitely!
School Bd members.

5. What comments do you have about the composition of the group attending this Conference?

Good cross-sectional representation of Bd members. There could have been fewer participants ~~other than~~ who were not board members.

-more-

6. **What comments do you have about the speakers, resource persons, trainers?**

Speakers were very good, on the whole.

(Resource persons seemingly were ~~are~~ well-prepared and trained

Trainers were excellently selected.)

Resource persons were excellently selected.

Trainers were well-prepared and trained.

7. **What elements do you consider most important to the success of a workshop-conference like this?** The sensitivity small group experiences.

NUMBER the following elements in the order of importance you assign to them. Add any additional factors you feel should be included.

4 **the materials**

2 **the quality of participants**

3 **the quality of "faculty"**

____ **other:** ____________

5 **the schedule, timing**

6 **the facilities**

(1) **the group work**

other: ____________

8. **Other COMMENTS concerning the conference:**

My one regret was that I had to leave this conference one day earlier (Saturday).

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

Daily Evaluation Sheet

Saturday, Feb. 1

E - Excellent
V - Very Good
G - Good
F - Fair
P - Poor
? - Questionable

1. Please rate each activity and session you attended, using the scale of letters on the right.

Session	Overall Rating	Speakers, Instructors	Q & A Periods	Materials
Strategy planning exercise (Trenton case)	F	V	P	?
Workshop: The Education Product	P	V	V	?
Workshop: Understanding and Manipulating the System	P	?	?	?
Workshop: Community Control	E	V	V	V
Feature film: Black Orpheus	V	V	V	V
Informal sessions	E	?	?	?

2. Did you learn much that is useful to you? // Yes. [✓ // No.]

Mostly from whom?
_____other school board members?
_____resource persons
_____group trainers

From what type of session?
_____large general session
_____small-group discussions and workshops
_____informal exchanges

3. COMMENT on what pleased or displeased you most: It was very displeasing to find how insular, Black Board members are today, considering the dynamic changes that are taking place in this society. They are, more or less, perpetuating the Status Quo negating their responsibility to their communities. I find that these people talk a lot about innovation here, however tacitly one receives the impression that these people are detrimental to their community when they are there. The attitude of interested people, like me, is that they are just verbally masturbating. At this point, I must apologize to the sincere ones.

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

FOLLOW-UP FORM

Through its new Technical Assistance Program, SEDFRE will be able to assist a number of board members and candidates on an individual basis.

Do you have a specific problem on which SEDFRE might be able to help in the months ahead? If you do, describe it briefly below:

Hot Lunch program
School desegregation

Name: Dr William C Fletcher
Address: 501 State Ave *after march 15 my address will be 600 Nebraska ave 66101 K.C. Kansas
City: Kansas City Kansas
Telephone: Finley 2-1950
Colleges or Universities
within Reach of Your Community: University of Kansas
University of Missouri

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FOLLOW-UP FORM

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Do you have a specific problem on which SEDFRE might be able to help in the months ahead? If you do, describe it briefly below:

Our problem is the matter of school Construction - within the inner-city - information on school construction within the Ghetto is important.

Name: Lawrence P. Wyatt
Address: 2815 Oliver Street
City: Fort Wayne, Indiana 46806
Telephone: 744-9416
Colleges or Universities
within Reach of Your Community: Purdue -
Indiana University

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Do you have a specific problem on which SEDFRE might be able to help in the months ahead? If you do, describe it briefly below:

Organizing the black community and trying to get from them the needs of our black youth in our predominantly white society, as our "drop out" rate is increasing

Name: (Mrs) Madeleine Andreas
Address: 89 Arlington St.
City: W. Medford, Mass 02155
Telephone: 483-7958 Bus (491-8994)
Colleges or Universities within Reach of Your Community:
Tufts, Harvard, Boston Univ. Northeastern, M.I.T. Univ. of Mass, State and many others

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

FOLLOW-UP FORM

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Do you have a specific problem on which SEDFRE might be able to help in the months ahead? If you do, describe it briefly below:

Identify and communicate educational leaderships for administrative and consultant positions in county + district offices of Education. To develop a relationship between State offices of Education where by credential may be recognized (reciprocally)

Name: Daniel L. Towler
Address: 1355 Coronet St
City: Pasadena, Calif. 91107
Telephone: 796-8851

Colleges or Universities
within Reach of Your Community:

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

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Do you have a specific problem on which SEDFRE might be able to help in the months ahead? If you do, describe it briefly below:

Name: GILBERT BROOKS

Address: 1853 CONWAY ST.

City: MILPITAS, CALIF. 95035

Telephone: 408-262-0742

Colleges or Universities
within Reach of Your Community: STANFORD UNIV, SAN JOSE STATE COLLEGE, CALIF. STATE COLLEGE AT HAYWARD, UNIV. OF CALIF. AT BERKELEY, SAN FRANCISCO STATE COLLEGE.

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

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Do you have a specific problem on which SEDFRE might be able to help in the months ahead? If you do, describe it briefly below:

Information concerning the availability of quality administrators (Superintendency and assistants)

Name: L. A. Lucas

Address: 736 Argonne Drive

City: Dayton, Ohio 45408

Telephone: 513-263-3219

Colleges or Universities
within Reach of Your Community:

U. of Dayton; Central State U.;
Wilberforce; Wright State U., Miami U.
Ohio State U.

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FOLLOW-UP FORM

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Do you have a specific problem on which SEDFRE might be able to help in the months ahead? If you do, describe it briefly below:

Name: E. T. Streeter

Address: 2439 Evans

City: Omaha Nebr 68111

Telephone: 451-7282

Colleges or Universities within Reach of Your Community: Omaha Uni (Uni of Nebr at Omaha)

Nebr. Uni } Lincoln, Nebr
Wesleyan Uni }

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

FOLLOW-UP FORM

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Do you have a specific problem on which SEDFRE might be able to help in the months ahead? If you do, describe it briefly below:

Our junior college is in it's infancy, 2 yrs old, however the honeymoon with the community, state legislature and pressure groups will soon end. I would appreciate being kept on your mailing list for any materials related to program implementation, faculty appraisal, etc that might be helpful in the revamping of policy.

Name: Charles L Simmons
Address: 2913 N Harrison St
City: Wilmington, Del. 19802
Telephone: 76 42390

Colleges or Universities
within Reach of Your Community:
University of Delaware.

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

FOLLOW-UP FORM

Through its new Technical Assistance Program, SEDFRE will be able to assist a number of board members and candidates on an individual basis.

Do you have a specific problem on which SEDFRE might be able to help in the months ahead? If you do, describe it briefly below:

1. Development of list of black educators or administrators who have potential for superintendency or other high level positions.

2. Assistance in working with union to build in greater flexibility in shifting poorly prepared teachers.

3. Assistance in pulling militant and less militant elements of black community in same directions or toward same goals.

Name: Anita F. Allen
Address: 301 Oneida St, NE
City: Wash., DC 20011
Telephone: 963-1955 (Office) USOE
Colleges or Universities within Reach of Your Community: Howard University
American Univ.
Georgetown
George Washington
Univ. of Maryland

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

FOLLOW-UP FORM

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Do you have a specific problem on which SEDFRE might be able to help in the months ahead? If you do, describe it briefly below:

Name: Rev George Noflin
Address: Weyanoke / Louisiana
City:
Telephone: 655-4625.
Colleges or Universities
within Reach of Your Community:
Souther universities
Baton Rouge La.

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

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Do you have a specific problem on which SEDFRE might be able to help in the months ahead? If you do, describe it briefly below:

1. Help provide supplies (materials relevant to school board officials + other black elected officials) for persons who were unable to attend this conference. Information on sources, consultants and funding bodies would be very helpful.

2. Assist in setting up a brief session, based on the final report (evaluation) of this Conference, for Louisiana school board officials who did not attend the Conference. Session to be held in the Baton Rouge area — a one day session.

Name: Shelby F. Lewis

Address: Box 9461 Southern University

City: Baton Rouge, La.

Telephone: 775-6300

Colleges or Universities within Reach of Your Community:

Southern University

~~Louisiana State University~~

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

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Do you have a specific problem on which SEDFRE might be able to help in the months ahead? If you do, describe it briefly below:

I like to suggest that what ever evaluation is made from this Conference, be forward to the National School board Association a to have some Communication c the Black school board members while in session in Miami Beach Fla.

Black Caucus

Name: Dr Joseph Casey

Address: 610 Eastway Dr.

City: Marion Indiana

Telephone: 664-6906-Office
664-5617-Res

Colleges or Universities
within Reach of Your Community:

Taylor Uni. Ball State teachers
Marion College.
EXT - Indiana Uni. & Purdue

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Do you have a specific problem on which SEDFRE might be able to help in the months ahead? If you do, describe it briefly below:

Please help me to formulate an alternative answer to changing a rule of no fighting in high school where if one party merely defends himself after being attack both parties expelled one semester. The thought is, this rule has significantly lowered the incidence of fights and is documented. To change a rule such as this, the board says "We realize it is unfair, *but* give us another rule which will at least be just as effective." ???

Name: PAUL A. PATTERSON

Address: 110 So. 8th St.

City: RICHMOND, IND. 47374

Telephone: 962-0335

Colleges or Universities within Reach of Your Community: EARLHAM College

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Do you have a specific problem on which SEDFRE might be able to help in the months ahead? If you do, describe it briefly below:

I would like information on "Bonding" i.e. issuing of bonds by an independent School District. I need the most elementary information to the most complex.

Name: George O. Berry
Address: 983 St. Anthony ave.
City: St. Paul, Minn. 55104
Telephone: 645-7354
Colleges or Universities within Reach of Your Community:
Univ. of Minn.

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Do you have a specific problem on which SEDFRE might be able to help in the months ahead? If you do, describe it briefly below:

1. Recruitment of Black Teachers in Elementary and Secondary levels.
2. In service training on Black History
3. Sensitivity training of white teachers

Name: Richard A. Byron
Address: River Road.
City: Calverton, N.Y 11933
Telephone: (516) 727 5850
Colleges or Universities within Reach of Your Community:
Southampton College of L.I.U.
Southampton, N.Y

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Do you have a specific problem on which SEDFRE might be able to help in the months ahead? If you do, describe it briefly below:

yes I would appreciate if we could get some kind of specific training of our Local Bd- Joan of Arc [illegible] Complex 868 Amsterdam ave New York 10025, tel UN 5-7300

Name: Maxine Waldron

Address: 868 Amsterdam ave

City: New York 10025

Telephone: Home, 662-6045 Office 666-3270

Colleges or Universities within Reach of Your Community:

Columbia Colleges

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Do you have a specific problem on which SEDFRE might be able to help in the months ahead? If you do, describe it briefly below:

with trained personnel
More Negro participation on
policy making Boards

Name: (Mrs.) Isabel A. Lee
Address: 707 Church Street
City: Indianola, Miss. 38751
Telephone: (601) 877-1420
Colleges or Universities
within Reach of Your Community: Mississippi
Valley State College 20 miles away
Jackson State 100 miles away
Tougaloo College 98 miles away

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Do you have a specific problem on which SEDFRE might be able to help in the months ahead? If you do, describe it briefly below:

TRAINING COMMUNITY ORGANIZERS

Name: LARRY S. GIBSON
Address: 15 CHARLES PLAZA
City: BALTIMORE, MARYLAND 21201
Telephone: 837-1714 MU5-9000
Colleges or Universities
within Reach of Your Community: MORGAN STATE,
Univ of Md, John Hopkins

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Do you have a specific problem on which SEDFRE might be able to help in the months ahead? If you do, describe it briefly below:

Many of which I will be contacting you about. I have been greatly benefited and need lots of help. I am elected to serve as a board member 4 years beginning 1970-1974. July 1970-1971-1972-1973-1974

Name: Jessie (Mrs Cary D. Jacobs
Address: 419 West 40th Street.
City: Indianapolis, Indiana.
Telephone: 283-1762
Colleges or Universities within Reach of Your Community: Butler - Indiana Central and Marion in city of Indpls. Indiana University - Perdue - Terra Haute and Muncie and many others within a radius of 15 & 60 miles.

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Do you have a specific problem on which SEDFRE might be able to help in the months ahead? If you do, describe it briefly below:

Campaigning 1970 Board Election
Leadership Workshops in Community

Name: (Mrs.) Harritha Smith
Address: 22 A E. Coffee Street
City: Greenville S.C. 29601
Telephone: 239-6896
Colleges or Universities within Reach of Your Community: Furman University
Clemson University

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Do you have a specific problem on which SEDFRE might be able to help in the months ahead? If you do, describe it briefly below:

Sensitivity Training
In-Service Training

Name: MARY JO HOWELL
Address: 1100 E. HILLSDALE BLVD - A-204
City: FOSTER CITY, CALIFORNIA 94404
A.C. (415)
Telephone: 341-8091-Home - 327-6800
SAN JOSE STATE
Colleges or Universities within Reach of Your Community: SAN FRANCISCO STATE
College of SAN MATEO; College of NOTRE DAME
CAÑADA Coll. U.C. BERKELEY, City College of S.F.
" " SAN JOSE

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Do you have a specific problem on which SEDFRE might be able to help in the months ahead? If you do, describe it briefly below:

Name: Frieda R. Mitchell

Address: Post Office Box 56

City: Sheldon, S.C.

Telephone: (803) 526-4339

Colleges or Universities
within Reach of Your Community:

Beaufort Center, Univ. of S.C.

Beaufort, S.C.

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Do you have a specific problem on which SEDFRE might be able to help in the months ahead? If you do, describe it briefly below:

Organizing the black community and trying to get from them the needs of our black youth in our predominantly white society as our 'dropout' rate is increasing.

(Mrs)
Name: Madeline Andrews
Address: 89 Arlington St
City: W Medford, Mass 02155
Telephone: 483-7958 Bus (427-6294)
Colleges or Universities within Reach of Your Community: Tufts, Harvard, B.U. Radcliffe
and many others -

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Do you have a specific problem on which SEDFRE might be able to help in the months ahead? If you do, describe it briefly below:

1. How to get the board from under the Control of City Administration

2. planning a program + funding for a Comprehensive in-service Training program focused on:
   1. attitudes
   2. problem solving techniques (ie limit setting dealing with "acting out" children etc)

Name: Rhetaugh Dumas

Address: 220 Osborn Ave.

City: New Haven, Conn. 06511

Telephone: 389-1734 or 362-1161- Ext. 690

Colleges or Universities within Reach of Your Community: Yale University, University of Connecticut, University of Bridgeport

Three other Colleges in City

So. Conn.

Quinnipiac

New Haven College

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Do you have a specific problem on which SEDFRE might be able to help in the months ahead? If you do, describe it briefly below:

1. Getting my present Orginze (Voting)
2- Getting Voice in my Integrated School system in Bluffton.
3. Getting the power of my Community

Name: Mr. James C. Fraser
Address: P.O. BOX 88
City: Bluffton S.C., 29910
Telephone: 803-757-2963
Colleges or Universities within Reach of Your Community: Savannah State College Savannah, Ga.
Armstrong College, Savannah, Ga.
Extension of S.C. Universities. Beaufort, S.C.

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Do you have a specific problem on which SEDFRE might be able to help in the months ahead? If you do, describe it briefly below:

Information

How to get related correlted information

Name: Robert DeFrantz
Address: 5246 CORNELIUS
City: INDPLS Ind
Telephone: CL 5-9159
Colleges or Universities within Reach of Your Community:

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

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Do you have a specific problem on which SEDFRE might be able to help in the months ahead? If you do, describe it briefly below:

Technical Assistance for Teachers Interns and Board Members at Morgan Community School.
1773 California St, N.W.
Wash. D.C. 20009
Bishop Marie Reed - Chairman of the Board.

Name: Mary E. French
Address: 1737 Kalorama Rd. N.W.
City: Washington, D.C. 20009
Telephone: 667-6876
Colleges or Universities within Reach of Your Community: ______________
____
____

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Do you have a specific problem on which SEDFRE might be able to help in the months ahead? If you do, describe it briefly below:

Our specific problem in my community is to attempt to ease the tensions and separation that have intensified since the ~~[illegible]~~ innovation of a plan instituted to eliminate de facto segregation.

Name: George Southern

Address: 571 E. Hazelwood Ave.

City: Rahway, New Jersey 07065

Telephone: 382-0352

Colleges or Universities
within Reach of Your Community: Newark State College.

Rutgers Univ

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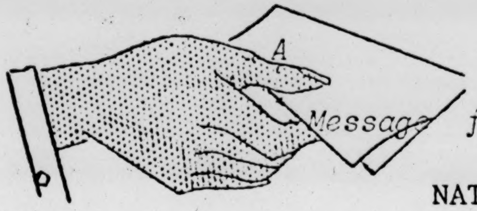
Do you have a specific problem on which SEDFRE might be able to help in the months ahead? If you do, describe it briefly below:

Name: Arthur H. Miller
Address: 1813 Collegiate Circle
City: Pine Bluff Arkansas
Telephone: JE 48394
Colleges or Universities
within Reach of Your Community: AM&N College
Pine Bluff, Arkansas

NJ of file

MAY 0 1969



from THE BLACK CAUCUS
of the
NATIONAL SCHOOL BOARDS ASSOCIATION

Dear Fellow Associate:

The enclosed Handbook of Information contains the following information for your use:

(1) A Directory of minority group members of the National School Boards Association;

(2) A Questionnaire which should be completed and returned as soon as possible. The information gleaned from this form is to encourage NASA to make an effort to capitalize on the special talents and attributes of Black Americans and other minority groups.

(3) Copies of meaningful first-step Resolutions which were released by NASA at its last convention.

The Black Caucus is trying to create within NASA a structure sufficiently flexible to respond to the changing needs of the Boards we service.

"HOT" LINE . . . .

A report will be forthcoming regarding the results of the planned meeting to be held with James Farmer on the Educational Development and Professional Act.

EDUCATION U.S.A.
A Special Weekly Report on Educational Affairs

Dateline: Washington, D.C.
April 21, 1969

'BLACK POWER' ISSUE CONFRONTS SCHOOL BOARDS

The nation's school board members approved action to ease three of the most controversial issues facing education--racial disaffection, fiscal crisis, and student unrest. Meeting in the luxurious setting of Miami Beach, the National School Boards Assn. (NSBA) faced the racial issue for the first time within its own ranks when a "black and brown" caucus of 75 NSBA members pressed for a greater voice for minorities in NSBA policy-making. Disgruntled that only three out of 102 members of the NSBA's policy-making Delegate Assembly are nonwhites, the caucus presented the Assembly with a resolution calling for state representation to be increased from two to three delegates, with the third member selected by nonwhite board members in the state. The resolution was accepted by a 51 to 41 vote for consideration by the NSBA Board of Directors and appropriate committees. They, in turn, will prepare recommendations to be voted on by the Assembly at its 1970 meeting. The issue, if presented to the Assembly in the form proposed by the "black and brown" caucus, is expected to be hotly contested by NSBA members from the South.

Minority race representation on the NSBA staff was also sought by the caucus. Noting that minority children are representing an increasing proportion of the school population and that there are now 400 blacks and 150 other nonwhites on school boards, the caucus said NSBA should create an NSBA Division of Minority Affairs this year. This new Division, it added, must be directed by a nonwhite staff member. Caucus members were critical that no member of the NSBA professional staff is nonwhite. The Rev. James E. Jones, caucus spokesman and president of the Los Angeles Board of Education, said he expected this request to be implemented by the NSBA Board. Jones called the moves the beginning of "an historic breakthrough" for minorities in educational policy-making. All deliberations of the caucus were barred to the press.

NSBA answered the growing fiscal crisis facing schools with a resolution that would revolutionize the current finance pattern. The resolution urged the President and Congress to launch a program immediately that would provide "within five years a level of expenditure for operational purposes of not less than an average of $1,200 of 1969 monetary value per public school pupil," almost twice the current average of $680. NSBA added that one-half of the $1,200 should come from federal sources, a giant 42% increase in the current federal share of school operating costs. Observers noted that only four years ago NSBA was opposed to virtually all types of federal aid.

Recognizing that unrest is a fact of life in today's schools, NSBA offered its prescription for fostering orderly change and minimizing unrest. NSBA said this can be done by encouraging administrative authority to involve citizens in developing educational goals, by involving persons affected by policies during the decision-making process, by providing appropriate penalties for persons causing disorders, and by enforcing rules of procedure with uniformity. In other action, NSBA urged the Dept. of Health, Education, and Welfare to provide assistance to school districts wishing to develop sex education and family living programs. It also urged school board members to oppose the use of public revenues for financing nonpublic school systems of elementary and secondary education. The four-day convention attracted 14,000 board members.

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CALIFORNIA TEACHERS ASSOCIATION

FROM THE DESK OF:

Mary Jo Howell

BLACK AND BROWN CAUCUS OF THE N.S.B.A.
STEERING COMMITTEE

Bob:

Here is the list I promised to send you.

①	Convener - Office	Rev. James E. Jones 230 W. Jefferson Blvd. Los Angeles, California 90017 (213) 734-1566
	Home:	2215 W. 21st St. L.A. Calif. (213) 734-5961
②	Exec. Sec. Office	Mrs. Mildred Barry Rutgers State University 32 Warren Place Newark, New Jersey 07102 (201) 621-1766-Ex. 4270
Home	55 N. 20th St. East Orange, N.J.	(201) 676-9359
③	Rec. Sec'y Office	Mrs. Mary Jo Howell URS Data Sciences Company 645 Donohoe Street 94303 East Palo Alto, California (415) 322-6205
	Home	1100 E. Hillsdale Blvd.A-204 Foster City, California 94404 (415) 341-8091
④		Mr. Solene Tom 1604 E. 10th St. Tucson, Arizona 85719

CALIFORNIA TEACHERS ASSOCIATION

FROM THE DESK OF:

Mary Jo Howell

⑤ Dr. Perry P. Little
628 E. Washington Drive
High Point, North Carolina 27260
(919) 888-9953 - Office (919) 888-7314

⑥ Mrs. Bishop Mane H. Reed
4861 California Street N.W.
Washington, D. C. 20855
(202) 233-6787

⑦ James H. Rowland, Sr.Esq.
812 A North 17th Street
Harrisburg, Pennsylvania 17103
(717) 233=6787

⑧ Mr. H. E. Tate
621 Lilla Drive S.W.
Atlanta, Georgia 30314

⑨ Daniel M. Dominguez
112 West Main
San Gabriel, California 91776
(213) 284-1633

⑩ Bob DeFrantz _ Corresponding Secretary
Flanner House
333 West 16th
Indianapolis, Indiana 46202
(317) 635-7586

c/o Mrs. Betty Jean Foley

1969

/ HANDBOOK OF INFORMATION /

Questionnaire

*

Resolutions

*

Directory

Please tear off and Complete

The following information, when received, will assist the Black Caucus of the National School Boards Association in the development of State and National School Boards Workshops.

QUESTIONNAIRE

Name____________________________________

Address____________________________________

____

Home Phone ______________________________

Business Phone______________________________

Number of Years on Board____________________

Name of Board______________________________

____

Size of Board______________________________

Position by:

Election ☐ Appointment ☐

Area of Educational Interest and Knowledge:

1. ____________________________________
2. ____________________________________
3. ____________________________________
4. ____________________________________

Names and Addresses of other Board Members:

____

____

____

____

____

____

____

RESOLUTIONS

NATIONAL SCHOOL BOARDS
ASSOCIATION

April 1969

RESOLUTION A

Proposed

ON THE ESTABLISHMENT OF EQUITABLE MINORITY REPRESENTATION WITHIN THE DELEGATE ASSEMBLY OF THE NATIONAL SCHOOL BOARDS ASSOCIATION

Whereas equality of educational opportunity must become a national priority if the United States is to continue its technological progress and stride toward full social justice, and

Whereas non-whites, because of prejudice and institutionalized racism, are not proportionally represented in state and local boards of education, and therefore in the National School Boards Association,

Now Be It Resolved by the Delegate Assembly of the National School Boards Association that increased non-white representation on the Delegate Assembly be immediately mandated by the following amendment to the constitution of the National School Boards Association:

Article IV, Section 3, shall be changed to read:

Each state school boards association that complies with the active membership requirements of the National School Boards Association shall be represented by three (3) voting delegates in the Delegate Assembly, one (1) delegate to be selected from the non-white school board members in the state by appropriate methods. To this end, each member state school board association shall select three (3) voting delegates and three (3) alternates as official delegates to the Delegate Assembly.

These delegates and alternates shall continue in office until replaced by their state association.

RESOLUTION B

Proposed

ON THE ESTABLISHMENT OF EQUITABLE MINORITY REPRESENTATION WITH THE DELEGATE ASSEMBLY OF THE NATIONAL SCHOOL BOARDS ASSOCIATION

Whereas equality of educational opportunity must become a national priority if the United States is to continue its technological progress and stride toward full social justice; and

Whereas non-whites, because of prejudice and institutionalized racism, are not proportionally represented in the state and local boards of education, and therefore in the National School Boards Association,

Now Be It Resolved by the Delegate Assembly of the National School Boards Association that increased non-white representation on the Delegate Assembly be immediately mandated by the following amendment change in the constitution of the National School Boards Association:

Article III, Section 1, Subdivision B, shall be changed to read:

> The board of directors shall be empowered by the Delegate Assembly to establish other classes of voting and non-voting memberships for other organizations and individuals. One such special class of membership shall be non-white school board members, who experience systematic racial exclusion or extreme difficulty in integrating the state school boards association. In addition to these persons, other individuals or organizations not eligible for membership in the state school board association shall be given consideration. The qualifications, rights and dues of these other classes of membership shall be as determined by the board of directors.

PROPOSED REVISION OF 69-9

SCHOOL CURRICULUM

It is a must, for the continuing growth and development of our nation, that the contributions of all ethnic and racial groups be included in the school curricula of each school district in the United States.

The National School Boards Association, therefore, urges each school district to adopt a new curriculum program designed to portray an accurate and realistic picture of the contributions made by all ethnic and racial groups in each curriculum area.

The National School Boards Association further urges that the intent of this policy be reviewed now by the Curriculum Council of each school district as it prepares for the selection and adoption of new educational materials so that they include the contributions of *Black Americans and other minority groups*.

Black Americans and other minority representatives must be afforded the opportunity to participate in curriculum development and the selection of instructional materials. The curriculum developed must be relevant and meaningful to all children and be designed so that each child can develop to the maximum of his individual capabilities.

A RESOLUTION ON

THE CREATION OF THE MINORITIES DIVISION OF THE NATIONAL SCHOOL BOARDS ASSOCIATION

Whereas our public educational system is experiencing stress and crisis as it attempts to reform itself and face social and technological changes;

Whereas the number of minority children represent an increasing proportion of the public school population;

Whereas the number of minority School Board members are increasing and shall continue to increase (they now number 400 blacks and 150 other non-whites);

Whereas there currently exists no organ or structure within the National School Boards Association to represent the unique problems, needs and concerns of this group,

Now Be It Resolved that the Board of Directors of the National School Boards Association create within a reasonable time, not to extend beyond 1969, a Division on Minority Affairs. Said Division to be directed by a non-white staff member and constituted within the headquarters staff.

NJ conf file

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11 31 Washington Evening Star

Negro School Unit Members At Parley Differ on the Issues

By JOHN MATHEWS
Star Staff Writer

WARRENTON, Va. — A significant new block of black political power has assembled at Airlie House for the first National Conference of Black School Board Members.

There are more than 100 Negro school board members here from such unlikely places as Wyoming and Arizona, as well as fro mthe Deep South and the large cities of the North. Marvin Rich, executive director of the conference sponsors, the Scholarship, Education and Defense Fund for Racial Equality, estimates that nationally about 400 Negroes now sit on school boards.

At the outset of the conference yesterday, it became immediately clear that the Negro school board members have widely different views as to what are the key educational issues of the moment.

Still Seek Desegregation

Most of the board members from the Deep South still are fighting to achieve desegregation of their schools. Some school board members from middle-sized cities have as their goal integration of schools, while representatives of the largest cities, like New York, want to debate the whole issue of integration versus separation of the races.

Mrs. Frieda Mitchell, for example, is one of two Negroes on the seven-member Beaufort County, S.C., school board, which governs a [illegible]-percent-Negro school district.

"I believe you can't have quality education and have segregated education," she said.

Mrs. Mitchell is pleased that the county school superintendent has proposed building a new comprehensive high school that would eliminate adjacent, predominantly black and predominantly white high schools by 1971. She is pressing for an immediate end to the separate school systems for Negroes and whites in her county.

Another school board member, the Rev. Landrum E. Shields from Indianapolis, says, "I am not a separatist, but at the same time, I think an all-black school can be a good school."

Concerns Expressed

At a general session yesterday to determine the goals of the conference, which meets through Sunday, the [illegible]lar concerns of memb[illegible] cities were forc[illegible]

What seems to be developing as a caucus of representatives from New York City's decentralized school districts, Ocean Hill-Brownsville in Brooklyn and I.S. 201 in Harlem, insisted on discussion of such issues as community control, how to deal with the white power structure and guidelines for developing a black curriculum.

"I'd like to see a black paper come out of this conference on separation versus integration," said another urban board member, Clyde C. Jordan of East St. Louis, Ill. "Can all-black schools give you quality education or do we have to bus our kids across town?" he asked.

Washington's school board vice chairman, Mrs. Anita F. Allen, reported to the general conference session that her workshop felt a key issue was "how does a school board relate to the militant minority while remaining responsible to the silent majority?"

The Scholarship, Education and Defense Fund for Racial Equality, was formed as a separate, nonprofit group in 1962 by the Congress of Racial Equality. Supported mainly by private foundations, the organization conducts training conferences in a variety of fields including voter registration, economic cooperatives and antipoverty fields.

The New York Times

SATURDAY, FEBRUARY 1, 1969

Negro School Trustees Reflect Wide Discord at National Parley

125 From 30 States Present Conflicting Views on White Community, Black Consciousness and Education

By M. S. HANDLER

Special to The New York Times

WARRENTON, Va., Jan. 31 — "You are a white man with a black skin," said the Negro woman to a Negro school board member of a Southwestern city.

At another point she shouted, "You are acting like a plantation overseer."

The school member's offense was that in programs he leads in Phoenix, Ariz., he calls Negroes who do a poor job Negroes and those who perform well blacks.

This was the level of bitterness during a discussion of attitudes at today's sessions of the National Conference of Black School Board Members sponsored by the Scholarship, Education and Defense Fund for Racial Equality.

Meaning of Education

The uproar started when the workshop drifted into a philosophical discussion of the meaning of education, the Negro's conception of himself and how he feels when he hears the word nigger.

The various workshops illustrated that Negro communities across the country held sharply conflicting views about the white man and the methods to be employed in coping with the problem of race relations.

There seemed to be as many opinions as discussants at the table. While all agreed on the importance of education, there was no consensus on the nature of education.

The 125 participants from 30 states who came to Airlie House for a four-day training course found themselves involved in the deeper philosophical questions of the Negro community as well as the specific problems in carrying out their school board duties.

"Are white folk evil?" was one question.

The consensus was "no" but that "some white people are evil." A young woman termed the question "irrelevant."

"How do you feel about the word nigger?" was another question.

These were some of the answers:

"Blacks use the word nigger more often than the whites would dare."

"Nigger is a term of self-deprecation."

"Nigger is no longer the trigger word it was. Negroes are growing up."

"Most ethnic groups use self-deprecatory words. The Italians use wops."

"Not using the word does not destroy the concept. It is a good thing for it to come out."

"It isn't what they call you that is important but what you think of yourself."

When a California school board member said that he had not lost a vote on his board in six years, one participant replied, "There is something wrong."

Despite the bitter arguments, however, the participants generally seemed to want instruction in how to perform their duties effectively. They tended to shy away from public debate on integration and separatism, though many seemed sensitive to black power ideas. When they got down to specific problems they appeared motivated largely by local conditions.

The participants tended to avoid the issue of Negro anti-Semitism. This was particularly true of those from the South, the Southwest and the West.

A board member from Wyoming told the group that the emphasis Jews and Chinese placed on education accounted for their success.

"Let us take a page from the Jews," he said.

At a general meeting last night, Ronnie Moore of Louisiana, program director of the Fund for Racial Equality, said that the problems facing Negroes in the South were different from those in the North, that rural Negro problems were different from urban Negro problems.

David Spencer, chairman of the governing board of I.S. 201 in New York City, took up the charges of Negro anti-Semitism. The audience seemed to enjoy his sallies against the white community in general but seemed unresponsive to his discussion of anti-Semitism.

The Oppressor

"If you are the oppressed it doesn't make any difference who the oppressor is," Mr. Spencer said. "It could be a German, a Jap, or a Thai or it could be a Mr. Brown. Eighty-five per cent of the teachers in New York are Jews. It is the truth. All we want is a fair shake. If you stand up for your rights you are denounced as a militant.

"There is that TV program, the Jewish heritage. They talk about the Jewish community and make no bones about it. On this program it makes no difference what kind of a Jew you are. The most important fact is that you are a Jew. That isn't hate."

Mr. Moore said:

"Southern blacks are politically more sophisticated than Northerners because they have never had any doubt where the white man stood. We cannot distinguish Jews from Germans or other whites. We can only see white. Those who made us ride in the back of the bus were white."

U.S.-Soviet Fishing Accord

the result of Senator Thurmond's telegram to the President.

"This must be a

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National Conference of Negro Elected Officials
Sept 29 - Oct. 1, 1967

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State Historical Society of Wisconsin

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PERCY E. SUTTON
PRESIDENT

PRESIDENT OF THE BOROUGH OF MANHATTAN
CITY OF NEW YORK
NEW YORK, N.Y. 10007

OCT 10 1967

October 6, 1967

Dear Fellow Conferee:

I have been back home now for three days, and I have reviewed the Conference in all of its aspects.

I must say that our little week-end meeting came off much better than I had expected for a Conference that was planned in less than two months when, I am advised by the University experts, that the normal time for such planning is from 7 to 12 months.

At but few Conferences (except, perhaps, at The White House) have so many top people with expertise gathered, and Senator Dymally and I, together with so many others, are encouraged to believe that, with all of its imperfections, on-balance, the Conference was a success.

In my opening address, I described the Conference as educational in nature - - - indeed, it was an education to me. Among the things I learned, was that there were so many well prepared, articulate, and serious elected Negro public officials; representing such a diversity of communities. I came - - - I saw - - - I am proud, - - - and I am happy!!

With warm personal regards and hope that we can meet and share experiences again, I am

Sincerely yours,

Percy

PERCY E. SUTTON

P.S. - I wish very much that you would drop me a note telling me whether or not you liked the Conference, and why. Your views will be most valuable for the evaluation of the form and future of other conferences, forums, or workshops.

**SCHOLARSHIP,
EDUCATION AND
DEFENSE
FUND FOR
RACIAL EQUALITY** inc.
150 NASSAU STREET
NEW YORK, N.Y. 10038
TELEPHONE 964-8210

INVOICE

TO: National Conference of Negro Elected Officials **November 27, 1967**

FROM: Ronnie M. Moore, Director, Leadership Development
Scholarship, Education and Defense Fund for Racial Equality, Inc.
150 Nassau Street - Room 1030, New York, New York 10038

Plane fare, Newark - Chicago and return	$91.75
Taxi, residence to airport	7.50
Taxi, O'Hare Airport to conference center	10.50
Taxis, Shoreland Hotel to center and return	3.60
Taxi, Newark Airport to residence	7.50
Taxi, Shoreland Hotel to airport	10.50
Lodging	17.04
Registration at conference	5.00
Two meals at conference center	10.00
	$163.39

Contributions are deductible for income tax purposes

■ *president;* Andrew E. Norman ■ *vice presidents;* William S. Ellis, Nannette Sachs ■ *secretary;* Ezra Levin ■ *treasurer;* Shelley Appleton ■ *executive director;* Marvin Rich ■ *leadership development director;* Ronnie M. Moore ■ *legal director;* Carl Rachlin ■ *BOARD OF DIRECTORS;* Nils R. Douglas, *chairman* ■ Robert Ausnit ■ James Baldwin ■ Katrina McCormick Barnes ■ Canon James P. Breeden ■ Robert Curvin ■ Charlotte Devree ■ Robert F. Drinan, S. J. ■ John Henry Faulk ■ Michael O. Finkelstein ■ Doris Freedman ■ Dr. Edward L. Gibson ■ James T. Harris ■ Claude Heckscher ■ Norman Hill ■ Clarence B. Jones ■ Dr. Archie Lacey ■ Joann List Levinson ■ Leon Modeste ■ Henry Morgenthau, III ■ Dr. William Stuart Nelson ■ Richard J.

November 27, 1967

The Honorable Percy E. Sutton
President of the Borough of Manhattan
City of New York
New York, New York 10007

Dear Mr. Sutton:

Forgive my lateness in replying to your letter of October 6 regarding the Conference of Negro Elected Officials. Due to the press of work, I have been unable to write an evaluation.

However, your letter reminded me that I forgot to submit my bill for expenses incurred by the conference and am enclosing it here.

Sincerely,

Ronnie M. Moore
Director, Leadership Development

RMM:at
Enc.

COPY

The marc corporation

METROPOLITAN APPLIED RESEARCH CENTER, Inc.
330 WEST 58th STREET • SUITE 16-F • NEW YORK, N. Y. 10019 • TELEPHONE 765-9880

December 6, 1967

DEC 7 1967

Mr. Ronnie M. Moore
S.E.D.F. for Racial Equality
150 Nassau Street
New York, N. Y. 10038

DEC 7 1967

Rec'd for $163.39

Dear Mr. Moore:

Enclosed please find our check #223 which is reimbursement for expenses incurred by you while attending the Conference of Negro Elected Officials.

Check deposited in main acct

Yours truly,

I. F. Aldridge

I. F. Aldridge
Controller, MARC

IFA:edh
Encl.

cc: M. Rich

September 29, 1967

THE NEGRO ELECTED PUBLIC OFFICIAL IN THE CHANGING AMERICAN SCENE

In addition to its other ingredients, effective politics must be realistic. Realism and racial problems are not often, if ever, compatible.

Nonetheless, the first challenge of the Negro elected official is that if he is to be effective, he must be realistic. He, more than others, cannot afford to be taken in by illusion--either his own or the illusion of others. A political official is a broker in the commodity of power. The problem of power is a particularly complex and difficult one for the Negro political official because he must come to grips with the paramount reality that the racial problem in America -- like all other problems of justice and equity -- is a problem of the discrepancy between the power of whites and the traditional lack of power of Negroes. The demands of Negroes for equality and democracy in America is essentially a demand that whites share their power with Negroes. The resistance of whites to meeting this demand reflects the unwillingness of any group with power or status to share these with lower status and powerless groups -- lest in so doing they lose that critical amount of power which makes it possible for them to control, determine the destiny and exploit those without power.

Probably at no previous time in American history has the rate of change been greater than it has been since May 17, 1954 up to the present. In handing down the Brown decision, the United States Supreme Court precipitated a series of crises in Negro-white relations. In reversing the "separate-but-equal" mockery which had dominated race relations in America since the latter part of the 19th century, the Supreme Court disturbed irrevocably the racial status quo.

While the Brown decision demanded major social changes, it is not now clear in what direction America will move. At times it seemed as if America were moving irresistably toward racial progress and would eventually include the Negro in the educational, economic and political life of the nation. This was a period of hope and high morale for Negro Americans.

Among the signs of high morale and positive movement on the part of Negroes stimulated by the 1954 Supreme Court decision were:

-- The refusal of southern Negroes to continue to cooperate with traditional forms of racial segregation and humiliation.

-- The magnificent and successful Montgomery Bus Boycott led by Martin Luther King.

-- The non-violent sit-in movement led by Negro college students throughout the south.

-- The ability of Negroes to resist the brutality of the Bull Connors, the dogs and the cattle prods, the murders and the church bombings as they insisted upon their rights as free men and as they demanded for their children that human dignity which American racism sought to deny all Negroes.

The late 1950's period of hope, faith and the belief in the inevitability of racial progress which provided the American Negro with the psychological basis to endure what he believed to be the final spasms of cruelty and barbarity of white segregationists culminated in the dramatic March on Washington of 1963 with its optimistic "I have a dream" keynote.

It seemed that soon after this mass emotional expression of America's rededication to racial democracy and good will the early clues of a period of racial retrogression became first insidiously and later flagrantly clear....

-- The bombings of Negro churches in the South increased in tempo.

-- Four Negro children were killed in an explosion set by racists while attending Sunday school in Birmingham, Alabama.

-- Negro and white civil rights workers were intimidated and killed while seeking to implement the promises of racial justice for the southern Negro.

-- Negro and white students, once partners in the quest for racial justice, became disenchanted with each other and decided to go their separate ways as the drama and the fervor of the interracial justice honeymoon waned.

Further evidence that we were entering a period of racial retrogression was found in the fact that there was no national revulsion against the intensified barbarity of the segregationists and there was no national committee appointed to look into the problem of the pervasive violence being perpetrated upon the Negro throughout the deep south. But probably the full negative meaning of these early signs of racial retrogression was obscured by the following facts:

-- tokenism in public school desegregation

-- Southern Negroes did win the right to sit anywhere in a bus and to be served in places of public accommodation

-- fairly strong civil rights and voting rights laws were passed in 1964 and 1965

-- the Federal Government did become more active in attempting to secure the rights of southern Negroes to register and to vote

-- President Lyndon Johnson did make strong civil rights statements

But the fact persisted that there remained a discrepancy between promises and fulfillment and a resulting increase in the frustrations, cynicism, hostility and aggressions of the masses of Negroes. Specifically:

-- Aside from mocking tokenism, the walls of racial segregation in all levels of American education remain massive and invulnerable.

-- Millions of Negro children remain doomed to criminally inferior segregated schools and resulting lives of stagnation and futility.

While northern Negroes were being told by their leaders, by white liberals and by public officials that they were the beneficiaries of great legal and legislative victories, they were still confined involuntarily to bleak ghettoes, and they need only experience for themselves the stark oppressive realities of being required to live in houses unfit for human habitation; the unsanitary, if not filthy streets which dominated their racial compounds; the quiet but persistent educational and economic discrimination which doomed them to status of a menial and a hopeless poverty of things and the spirit.

Under these conditions too many Negro males could not realistically hope to earn the respect of their wives and children as they remained powerless to assume the masculine role of protecting them from indignities and inhumanities.

During the past few years it became excrutiatingly clear for the Negro that the more things changed the more they remained the same -- or worsened. The promises and hope for progress became a relentless quagmire of words.

The drama of direct action, non-violent confrontation of the more obvious signs of southern racial injustice became trite and was not particularly relevant or effective in dealing with the persistent, pervasive and subtle problems of racism which afflicted the northern Negro. More appropriate and effective methods have not yet been found in dealing with northern racism.

The guilt and indignation of some northern whites against southern forms of racism turned into white backlash or mutism when the northern Negro began to take seriously the claims of civil rights progress and sought some observable signs of them in northern cities.

The anguish and desperation of the northern Negro have been expressed in the latest series of ghetto eruptions which started in the Harlem riot of the summer of 1964, reached a crescendo in the Watts Riot of 1965 and continued through the current series of riots in Newark and Detroit of this past summer. Another significant expression of the northern Negroes "no-win" fatalism is found in the rise of the "Black Power" slogan and momentum which skyrocketed at the time of the Meredith shooting in Mississippi in June of 1966 and continue as an obligato to the sounds of ghetto violence and futility.

It is important to keep in mind the date (June 1966) when the "Black Power" slogan became nationally advertised -- in order not to be confused about the cause and effect relationship between "Black Power" and "white backlash."

Whatever may be its tactical, strategic, and rational shortcomings and its ambiguity, "Black Power" did not cause "white backlash".... The existence of white backlash, the unwillingness of whites to be serious in meeting the demands of Negroes for the same rights and responsibilities granted as a matter of course to all other Americans -- including the newest refugee from European, Latin American or Asiatic oppression -- caused the outbursts of hysterical bitterness and random hostility inherent in the cry of "black power."

"Black Power" emerged as a response to the following facts:

-- a recognition of the fact that the center of gravity of the civil rights movement had moved to the northern urban racial ghettoes where it was now immobilized by ambiguity, intensified white resistance to any meaningful change in the predicament of Negroes;

-- the recognition of the fact that successful litigation, strong legislation, free access to public accommodations, open housing laws; strong pronouncements on the part of the President, governors or mayors; and even the right to vote or to hold office were not relevant to the overriding fact that the masses of Negroes were still confined to poverty and to the dehumanizing conditions of the ghetto;

-- and that in spite of the promises of a great society and the activity of the war on poverty, his children were still doomed to criminally inferior schools and his youth and males the victims of unemployment, under-employment and stagnation.

"Black Power" is the cry of defiance of what its advocates have come to see as the hoax of racial progress -- of the cynicism of the appeals to the Negro to be patient and to be lawful as his needs are continually subordinated to more important national and international issues and to the needs, desires and conveniences of more privileged groups.

How is this relevant to the Negro elected official?

Whites, by virtue of their numerical, military and economic superiority, reinforced by historical American racism which grants higher status to whites by virtue of skin color alone, do have the power to decide whether the future of Negroes -- the Negro masses, the Negro middle classes, or the Negro elected official -- will be positive, negative or stagnant.

This core reality of the dynamics of power is not likely to be influenced by sentimental and idealistic appeals for justice, by smiles or promises or by emotional sloganeering.

Another reality which the Negro public official must take into account is the contemporary reality of the mood of the Negro. The Negro of today is clearly less hopeful than he was five years ago. He is more frustrated, more cynical, more overtly bitter, hostile and prone to random and at times self destructive mass aggressiveness.

"Black Power," in spite of its ambiguity, its "no win" premise, its programmatic emptiness and its pragmatic futility does have tremendous psychological appeal for the masses of Negroes who have "nothing to lose" and some middle class Negroes who are revolted by the empty promises and the moral dry-rot of affluent America.

Black Power is a bitter retreat from the possibility of the attainment of the goals of any serious racial integration in America....

It is an attempt to make a verbal virtue of involuntary racial segregation....

It is the sour grapes phenomenon on the American racial scene....

"Black Power" is the contemporary form of the Booker T. Washington accommodation to white America's resistance to making democracy real for Negro Americans. While Booker T. made his adjustment to and acceptance of white racism under the guise of conservatism, many if not all of the "Black Power" advocates are seeking to sell the same shoddy moral product disguised in the gaudy package of racial militance.

Nonetheless, today "Black Power" is a reality in the Negro ghettoes of America -- increasing in emotional intensity, if not in rational clarity. And the Negro political official, if he is realistic, cannot afford to pretend that it does not exist. Even in its most irrational and illusory formulations -- and particularly when it is presented as a vague and incoherent basis upon which the deprived Negro can project his own pathetic wishes for a pride and an assertiveness which white America continues mockingly or piously to deny him -- "Black Power" is a powerful political reality which cannot be ignored by realistic Negro or white political officials.

It might be true that one of the inconsistencies of some "Black Power" advocates makes them argue that Negroes should refuse to register or vote at the same time that they ask that Black Power be mobilized. But it is also possible, in this nonrational world and racist country of which we are a part, that many of those who do vote may vote their "black power" emotions rather than reason.

It is all too clear that among the casualties of the present phase of American race relations are reason, clarity, consistency and realism. Some "black power" spokesmen, like their white segregationist counterparts, demand the subjugation of rational and realistic thought and planning to dogmaticism and fanaticism. By their threats and name calling, they seek to intimidate others into silence or a mindless mouthing of their slogans. And the Negro elected official is not immune --- in fact, he is exposed.

Some "Black Power" advocates in their pursuit of political and general nihilism confront Negro political candidates and officials with racially polarized formulations of issues which, if accepted or rejected as such by the Negro politician, destroys his base of political maneuverability or erodes political effectiveness. The tendency of some of the more extreme "Black Power" advocates to engage in undisciplined name calling of those who differ in any way from them in tactics, techniques or style; the tendency toward oversimplification of all issues; and the tendency toward rigidity, dogmatism and bombastic demagoguery --- are all inimical to the solid study, preparation and hard work necessary for effective political strategy and action. This type of "black power" advocate is unquestionably a liability for the serious Negro political official. But, it must be repeated, he cannot be ignored. He does wield a curious type of emotional power in Negro communities. He strikes a responsive chord in an undetermined number of Negroes --- particularly among Negro youth. Ways must be found to deal with him --- and above all the oppressive realities which make him possible and which provide the base of his apparent appeal.

Some of these individuals give every evidence of being racial racketeers and can be bought off. They sell themselves to the highest bidder and they are not bound by ideals, ideological or racial loyalties.

Others are sincere, dogmatic, if not fanatical individuals who pride themselves on the fact that they have "the truth" and "the answers." These individuals are unwilling to engage in any discussion of facts or strategy unless it can be established before such discussions that their view, their methods and their goals will prevail.

There are, fortunately, some advocates of "Black Power" who are reasonable men and with whom rational communication is not only possible but could be fruitful. The late Malcolm X was moving rapidly toward a rational integration of his role in the overall struggle for racial integration in America at the time of his murder.

One must believe that it is possible for the Negro elected official to find some formula whereby there can be a reasonable working relationship with some elements of Negro nationalism.... Such a formula, when it emerges, must be one in which the Negro elected official is not intimidated by the emotional appeals or threats; nor is he required to subordinate his practical political knowledge of power and how it operates in our present imperfect democracy; nor can the Negro elected official be passive and succumb totally to the advocates of "Black Power." Rather, the Negro elected official, if he is to interact constructively with Negro nationalists, must learn as much as possible from them and, while keeping the lines of communication as open as possible, seek to discipline the constructive emotional and practical potentials of this movement.

Another problem, not unrelated to the problem of "Black Power," for the Negro elected official is the fact that in the present doldrums of the civil rights movement the cleavages between the masses of Negroes and middle class Negroes have become more clear and exacerbating. The masses of Negroes are now starkly aware of the fact that recent civil rights victories benefited primarily a very small percentage of middle class Negroes while their predicament remained the same or worsened. Added to Ralph Bunche and our traditional civil rights leaders who are invited to Washington, we now have Thurgood Marshall, Robert Weaver, Walter Washington as the appointed Mayor of Washington, D.C., a few vice presidents in private industry, a few more Negroes in New England prep schools and Ivy League colleges; and more white colleges and universities are looking for one or two "qualified Negroes" for their faculties. These and other tokens of "racial progress" are not only rejected by the masses of Negroes but seem to have resulted in their increased and more openly expressed hostility toward middle class Negroes. They see the advances of the middle class Negroes as being at their expense, at worst, or obscuring their plight or, at best, not being in any way relevant to their being condemened indefinitely to their dehumanizing predicament. There are some clues which suggest that the recent ghetto implosions were not only anti-white, but also involved vague stirrings of anti-Negro middle class sentiment among the rioters.

Negro political officials are seen as and are, in fact, middle class. The fact that they hold office may be cited as an example of racial progress. Most, if not all Negro elected officials, are in office through the votes of a substantial proportion of Negro voters. Ordinarily one would expect Negroes to be proud of Negro elected officials and to derive the same type of vicarious satisfaction from Negroes in important political office which other ethnic groups, e.g. Irish, Polish, Jewish, Italian, seem to have when a member of their group is elected or appointed to high public office. Before the present conflict, ambivalence and cynical despair which seem to dominate the present climate of the civil rights movement and the feelings of Negroes, this expressed satisfaction in the political achievements of one of their group was also true for Negroes. It may be one of the casualties of the present confusion in the changing American racial scene that Negro elected public officials are not now viewed as unalloyed racial heroes by the masses of Negroes --- but rather are viewed with suspicion, distrust or considered cynically irrelevant. Probably the last of the mass political heroes was Adam Clayton Powell. His inability to resolve his present difficulties in ways which would maintain his flamboyant defiance of the white society --- its morals and its hypocrisy --- at the same time that he maintained his power;

the demonstration that he was as vulnerable to the vindictiveness and racial double standards of the white power system as any other Negro, and his abandonment of his constituents as he remains in protective exile have all contributed to his loss of status as a hero for the Negro masses and have reduced the chances of other Negro political personalities attaining a similar status in the near future.

To remove himself from the suspect status reserved for almost all middle class Negroes, the Negro public official must produce observable positive results for his Negro constituents. He will not escape the castigation, strident or covert, of being considered a tool, handyman, messenger or co-conspirator of the white establishment by militant words and promises at election time and silence when in office. Nor is he helped much merely by sponsoring legislation which meets the usual fate of non-enforcement of most civil rights legislation.

To be effective and to increase his chances against the name-calling verbal racial militants, the Negro elected official must demonstrate that he is concerned and can bring about some positive changes in the following intolerable areas of ghetto life:

1. criminally inefficient and racially segregated public schools;
2. dehumanizingly poor housing;
3. pervasive job discrimination and joblessness;
4. shoddy quality of goods and high prices in local stores;
5. the dirt, filth and stultifying drabness of ghetto streets and neighborhoods;
6. the adversary relationship between police and the residents of the ghettoes.

The problems of the Negro elected official are compounded by the fact that he usually does not have the power to change the conditions of the masses of Negroes merely because he is in office --- in spite of the fact that he might have been elected initially because Negroes expected him to do so. Politics is generally considered a realistic basis for social change. Negroes are exhorted to register and vote in order to better their circumstances. A crisis in confidence and credibility among the Negro masses will reach serious proportions paradoxically as more Negroes vote and as more Negroes hold public office and as the living conditions of the Negro masses do not change or continue to deteriorate. One could speculate that under such conditions the frequency and intensity of urban ghetto eruptions will increase and the Negro political official could be an additional and specific target.

In this regard it is a fact that Negro public officials do not have the power ordinarily to change the living conditions of the average Negro. Even those elected to high and powerful office find that their power tends to be restricted compared to the power held and used by their white predecessors or successors. Negroes in politics can exert power only through the usual processes of exerting political power --- making deals and arrangements, patronage and other forms of quid pro quo. These traditional and generally acceptable forms of the transmission and the exercise of political power seem all too often curtailed or restricted for Negro public officials. Their actions are more severely scrutinized by the press and others --- unless they act as messengers or intermediaries for the white dominated political machine. The recent experiences of J. Raymond Jones as county leader in New York suggest that if a Negro political official seeks to function as a dominant or primary source of political power he is likely to be blocked not only by overt racists but by the pious and hypocritical denunciations of northern white liberals. In the exercise of even the vestiges of the political power which he believed inherent in his office, the Negro public official is required --- indeed constrained --- to be more virtuous than Caesar's wife. In fact, in seeking to impose upon the Negro public official these devices of constraints, the white controlled system seeks to reduce him to the status of a political power eunuch. If this succeeds, the Negro public official is caught between the demands of the masses of Negroes that he exercise his power for their benefit and the fact that those with power in the white world effectively prevent his doing so. He has the symbol of power without the fact. In this tenuous position he can either be ridiculed or rejected -- or join, and exploit, the cynicism of the larger society or succumb to the futility of random verbal racial militance.

Or he may resign. Or he may insist upon exercising the power inherent in his office, assuming the risks and preparing himself to meet the consequences of his unwillingness to curtail his functions in terms of race. In accepting this latter option, the Negro politician might contribute significantly not only to racial democracy but also to political integrity.

The problems of those Negro public officials whose constituents comprise as many or more whites than Negroes are even more complex and demanding. Political reality demands that they appeal for votes primarily in terms of general, rather than specific racial issues. Particularly if they are opposed by a white candidate in the primary or general election, they cannot permit their campaign to become polarized on racial terms. Negro candidates in these circumstances must somehow manage the difficult task of running a campaign and projecting an image as if America had in fact reached that stage of racial maturity where race and color are irrelevant and where a candidate would be judged and selected by the electorate in terms of his intelligence, competence, experience and integrity. He must do this in order not to alienate his white voters and because if he fails to do this the racism inherent in America will defeat him. But if he runs a campaign in which racial issues are in fact subordinated, he runs the risk of alienating a substantial proportion of his Negro constituents. For the Negro, race is a salient political reality. If a Negro candidate subordinates race he is not only suspect as a latent or deliberate "Uncle Tom," but he may be considered a traitor who is willing to sell his own race down the river in order to enhance his own chances of personal advancement. As more Negroes seek public office outside of the confines of the ghettoes, some formula must be found whereby they can campaign with dignity and integrity and deal with the larger issues and with relevant racial issues. They must do so without either pandering to the latent racism of whites or being intimidated by impractical racial emotionalism of Negroes, thereby contributing to the general education and increasing maturity of the American people.

The Negro public official is the cutting edge of American racial democracy. Although his role cannot be effective and pragmatic and at the same time emotional, dramatic and flamboyant, his fate will determine the fate of the masses of Negroes. If he is relegated to the role of the powerless supplicant and can find no way of breaking out of this role to one of genuine power and responsible decision making; if he accepts the status of messenger or pacifier of justified Negro indignation, he will remain irrelevant for Negroes and whites. And if he is deluded in believing that mere majorities of Negro voters in our cities will bring genuine power to Negro politicians, he has learned nothing from the blood and bullets of Newark, New Jersey, and therefore does not deserve power.

To be a serious agent of desired social change, the Negro public official cannot define the realism of his politics in terms of expediency. The Negro political official must assume the additional burdens inherent in defining politics as requiring a tough-minded and realistic appraisal of the power available to him, a determination to obtain and use effectively the power necessary to effect desired and observable changes, and balancing this by a stable, deep and broad sense of human values. With the clarity of goals and stability of values, the effective

Negro public official must have also the flexibility of tactics and the sense of strategy which differentiate him from the dogmatists and fanatics.

The predicament of the Negro in America and the destiny of our nation are much too critical in these times for the Negro public official to confuse histrionics with the hard thinking and work necessary for effectiveness. If the Negro in America is to survive -- and if he does not survive America cannot survive -- then the cold calculating realism of the Negro elected public official must be combined with the values and concern for humanity necessary to make survival possible.

File

NATIONAL CONFERENCE OF NEGRO ELECTED OFFICIALS

at

The University of Chicago
Center for Continuing Education

FRIDAY, SEPTEMBER 29 –
SUNDAY, OCTOBER 1, 1967

Friday, September 29, 1967

2:00 PM **Registration** – 1st Floor Lobby
Chairman: Hon. A. June Franklin
House of Representatives, Iowa

5:00 – 6:00 PM **Planning Committee** – Room 2D
Co-Chairmen: Hon. Percy E. Sutton
Hon. Mervyn M. Dymally

7:00 PM **Dinner** – Main Dining Room (Conference Host)
Co-Chairmen: Hon. Grace T. Hamilton
House of Representatives, Georgia

Hon. Helen B. Currin
Board of Education, Charleston, Missouri

Presiding Chairman
Hon. Mervyn M. Dymally
State Senator, California

Invocation Rev. Richard Fisher, Pastor
Martin Temple
AME Zion Church, Chicago

Greetings Mayor of Chicago
The University of Chicago

Introductions Hon. Woodrow Wilson, Conference Coordinator
State Assembly, Nevada

Keynote Address – "WHY WE ARE HERE"
Hon. Percy E. Sutton
President, Borough of Manhattan
City of New York

9:00 – 10:00 PM **Reception** – Main Bar (No Host)

Saturday, September 30, 1967

7:30 – 8:40 AM **Breakfast** – Cafeteria (No Host)

9:00 – 11:00 AM **First Workshop Session** (Plenary) Law Auditorium
Co-Chairmen: Hon. Harriette B. Conn
State Representative, Indiana

Hon. Reese Hammond
State Representative, Delaware

Address: "The Role of the Elected Negro Public Official in the Changing American Scene"

Speaker: Dr. Kenneth Clark, Professor
City University of New York
President, Metropolitan Applied Research Center

Presiding Chairman
Hon. Barbara Jordan
State Senator, Texas

Panelists: Hon. William F. Bowen
State Representative, Ohio

Dr. Carleton Goodlet, Publisher
"Sun Reporter," San Francisco, Calif.

Hon. J. Raymond Jones
Councilman, New York City

Hon. Basil Patterson
State Senator, New York

Hon. A. A. Rayner, Jr.
Alderman, Chicago, Illinois

11:15 – 12:15 **Second Worshop Session** **Low Auditorium**
"Services Available by Private Agencies"

Presiding Chairman
Hon. Willie L. Brown, Jr.
State Assemblyman, California

Organizations: A. Philip Randolph Institute
Mr. Bayard Rustin

Clark College
Dr. Vivian Henderson

Council on Interracial Business Opportunity
Mr. Hazkell Lazere

Howard University
Atty. Frank Reeves

330 West 58th St ✓ Metropolitan Applied Research Center
Mr. Ken Marshall | Fellow & intern

Morgan State College
Dr. Augustus Adair

NAACP Legal Defense Fund
Atty. Jack Greenberg

NAACP Legal Division
Atty. Robert Carter

National Committee on Discrimination in Housing
Mr. Jack Wood

Consultants → ✓ Potomac Institute
Mr. Jim Gibson

Scholarship Education and Defense Fund
Mr. Marvin Rich

Southern Regional Council
Atty. Vernon Jordon

Urban League
Mr. Whitney Young

12:30 – 2:00 PM **Lunch – Main Dining Room (Conference Host)**
Co-Chairmen: Hon. Marcus J. Gray
County (Calhoun) Clerk
Battle Creek, Michigan
Hon. Thomas Hill
State Representative, Cleveland, Ohio

Presiding Chairman
Hon. Cloves Campbell
State Senator, Arizona

Address: "The Negro's Role in U. S. Politics"
Speaker: Mr. Lerone Bennett, Author
Senior Editor, "Ebony"

Introduced by: Hon. Bill Greene
State Assemblyman, California

2:30 – 4:15 PM **Third Workshop Session (Plenary)** **Assembly Room**
Co-Chairmen: Hon. Clarence Love
House of Representatives, Kansas

Hon. Robert Lee Williams
Board of Education, Forman, Mississippi

Presiding Chairman
Hon. Richard Newhouse
State Senator, Illinois

Address: "Negro Economic Security:
Jobs and Welfare"

Speaker: Dr. Vivian Henderson, President
Clark College, Atlanta, Georgia

Panelists: Mrs. Jean Camper Cahn
Attorney at Law
Washington, D. C.

Hon. Richard Hatcher, Councilman
Demo. Nominee for Mayor, Gary, Indiana

Mr. Samuel Jackson, Commissioner
Equal Employment Opportunity Commission

Mr. Edward Sylvester, Director
Office of Federal Contract Compliance
U. S. Department of Labor

4:30 – 6:30 PM **Fourth Workshop Session** **Room 2BC**
"Civil Disorders"

Co-Chairmen: Hon. Royal L. Bolling
State Representative, Mass.

Hon. Harvey L. Judkins
Councilman, Plainfield, New Jersey

Presiding Chairman
Hon. Benjamin F. Jones
Councilman, Orange, New Jersey

4:30 – 6:30 PM **Fourth Workshop Session (Cont'd)**

Panelists:
Mr. Manuel Diaz, Regional Director
Equal Employment Opportunity Commission
New York

Hon. John J. Miller
State Assemblyman, Berkely, California

Mr. David Reed, Administrative Assistant
Cook County Board of Commissioners
Chicago, Illinois

Mr. Bayard Rustin, Director
A. Philip Randolph Institute
New York City

8:00 PM **Dinner** – Assembly Room (Conference Host)

Co-Chairmen:
Hon. Curtis Graves
State Representative, Texas

Hon. Victarine Q. Adams
House of Delegates, Maryland

Address: "The United States and Us"

Speaker:
Hon. John Conyers, Jr.
Congressman, Detroit, Michigan

Introduced by:
Hon. William Thompson
State Senator, New York

Sunday, October 1, 1967

7:30 – 8:45 AM **Breakfast** – Cafeteria (No Host)

9:00 – 10:45 AM **Fifth Workshop Session** Room 2BC

"Available Federal Programs: What Are They? and How Do We Get Them?"

EMPLOYMENT & MANPOWER

Presiding Chairman
Mr. Cleveland Dennard, President
Washington Technical Institute

Panelists:
Mr. Curtis C. Aller, Director
Office of Manpower Evaluation & Research
U. S. Department of Labor

Mr. Mark Battle, Deputy Director
Neighborhood Youth Corps
U. S. Department of Labor

Mr. Sam Cornelius, Chairman
Cooperative Area Manpower Planning System (CAMP)
Office of Governor, Nebraska

Mr. Robert Shackleford
Office of Manpower
U. S. Department of Labor, Chicago

EDUCATION Room 2D

Presiding Chairman
Hon. Shirley Chisholm
State Assemblyman, New York

Panelists:
Bert Corona, President
Mexican-American Political Association
California

Mr. Carl Holman, Deputy Director
U. S. Commission on Civil Rights
Washington, D. C.

Dr. Hylan Lewis, Director
Fellowship and Internship Program
Metropolitan Applied Research Center

Mr. Harold Williams, Assistant Director
Special Project
Dept. of Health, Education & Welfare

BUSINESS Room 2E

Presiding Chairman
Mr. Berkley Burrell, President
National Negro Business League

Panelists:
Mr. Thomas Gause, Regional Director
Small Business Administration, Chicago

Mr. Norman Hodges, Special Assistant
Lt. Governor's Office, State of California

Mr. Henry Walker, Attorney at Law
Gary, Indiana

Mr. John T. Patterson, Executive Director
Council on Inter-racial Business Opportunity

POVERTY Room 2F

Presiding Chairman
Mr. Mitchell Sviridoff, Administrator
Human Resources Agency, New York

Panelists:
Mr. William Haddad, President
R & D Development Corp., New York

Mr. Carl McCall, President
New York City Council on Poverty

Mr. Philip Rutledge, Director
Detroit Poverty Program

Mr. Cyril Tyson
Human Resources Agency, New York City

HOUSING Room 1C

Presiding Chairman
Mr. Jack Wood, Associate Director
National Committee on Discrimination in Housing

Panelists:
Mr. Norman Beckman, Director
Office of Government Relations
Department of Housing and Urban Development

Mr. William P. Franze, Special Assistant
Department of Housing and Urban Development
Chicago

Mr. James V. Gibson
Potomac Institute
Washington, D. C.

Mr. Madison Jones
Department of Housing and Urban Development
Washington, D. C.

Mr. Jason Nathan, Administrator
Housing and Development Agency
New York City

Mr. George Nesbitt
Department of Housing and Urban Development
Washington, D. C.

WELFARE Room 2B

Presiding Chairman
Hon. Lisle Carter, Assistant Secretary
Department of Health, Education & Welfare

Panelists:
Professor James Dumpson, Dean
School of Social Services
Fordham University

Mr. William Robinson, Director
Cook County, Department of Welfare
Chicago, Ill.

Dr. George Wiley, Director
Poverty Rights Action Center
Washington, D. C.

Atty. Marian E. Wright
NAACP Legal Defense Fund
Jackson, Mississippi

10:45 – 11:00 AM **Coffee Break** – Assembly Room (Conference Host)

11:00 – 1:00 **Sixth Workshop Session** (Concurrent Workshops)
Assembly Room

"Practical Politics"

Problems and Solutions
a. In relation to the community –
b. In effectively moving the Power Structure –

Honorary Chairman
Hon. Louis Martin
Deputy Director
Democratic National Committee

Hon. Clarence L. Townes, Jr.
Special Assistant to the Chairman
Republican National Committee

Presiding Chairman
Hon. James Del Rio
State Representative, Detroit, Mich.

WORKSHOPS

STATE **PANEL A** **Room 1A**

General Coordinator:
Hon. Horace B. Anderson
Board of Education
Palo Alto, California

**Hon. A. June Franklin
State Representative, Iowa

*Hon. Julian Bond
State Representative, Georgia

*Hon. Kenneth N. Browne
State Assemblyman, New York

*Hon. Harritte Conn
State Representative, Indiana

*Hon. Leon Ralph
State Assemblyman, California

Hon. Victarine Q. Adams
State Delegate, Maryland

Hon. Johnnie C. Aikens
State Representative, Missouri

Hon. William F. Bowen
State Representative, Ohio

Hon. Bill Greene
State Assemblyman, California

Hon. Grace Hamilton
State Representative, Georgia

Hon. Herman Holloway
State Senator, Delaware

Hon. Richard Newhouse
State Senator, Illinois

Hon. Gilberto Ramirez
State Assemblyman, New York

*Hon. William Thompson
State Senator, New York

Hon. Coleman Young
State Senator, Michigan

STATE PANEL B Room 1 BC

**Hon. Charles B. Rangel
State Assemblyman, New York

*Hon. Curtis M. Graves
State Representative, Texas

*Hon. Reese Hammond
State Representative, Delaware

*Hon. David S. Holmes, Jr.
State Representative, Mich.

*Hon. C. J. McLin, Jr.
State Representative, Ohio

Hon. Ben Brown
State Representative, Georgia

Hon. Joseph A. Chester, Sr.
State Delegate, Maryland

Hon. Isaiah Dixon, Jr.
State Delegate, Maryland

Hon. Arthur Eve
State Assemblyman, New York

Hon. J. D. Grier
State Representative, Georgia

*Hon. Raymond Howard
State Representative, Missouri

Hon. Franklin Holgate
State Representative, Mass.

Hon. Barbara C. Jordan
State Senator, Texas

Hon. Mark T. Southall
State Assemblyman, New York

STATE PANEL C Room 2B

**Hon. Yvonne Brathwaite
State Assemblyman, California

PRESIDING

*Hon. Royal L. Bolling
State Representative, Mass.

*Hon. James Bradley
State Representative, Michigan

*Hon. Curtis R. McClinton
State Senator, Kansas

*Hon. Horace Ward
State Senator, Georgia

Hon. J. C. Daugherty
State Representative, Georgia

Hon. Lena K. Lee
State Delegate, Maryland

Hon. Clarence Love
State Representative, Kansas

Hon. John J. Miller
State Assemblyman, California

Hon. Basil Paterson
State Senator, New York

Hon. Franklin Payne
State Representative, Missouri

Hon. Jose Ramos Lopez
State Assemblyman, New York

* Panel Chairman ** Discussion Leader

STATE PANEL D Room 2D

**Hon. Leroy Johnson
State Senator, Georgia

*Hon. Thomas E. Hill
State Representative, Ohio

*Hon. Leon Thompson
State Representative, Arizona

*Hon. Ivan Warner
State Senator, New York

*Hon. Verda Welcome
State Senator, Maryland

Hon. William Alexander
State Representative, Georgia

Hon. Willie L. Brown, Jr.
State Assemblyman, California

Hon. Cloves C. Campbell
State Senator, Arizona

Hon. Shirley Chisholm
State Assemblyman, New York

Hon. James Del Rio
State Representative, Michigan

*Hon. Calvin Douglass
State Delegate, Maryland

Hon. Robert Garcia
State Senator, New York

Hon. Billy Q. McCrey
State Representative, Kansas

*Hon. Troy Lee James
State Representative, Ohio

Hon. Samuel D. Wright
State Assemblyman, New York

* Panel Chairman ** Discussion Leader

CITY PANEL E Room 2E

**Hon. Stanley Smith
Councilman, Tuskegee, Ala.

*Hon. Calvin Moody
County Supervisor, Milwaukee, Wisc.

*Hon. Harold Wood
Supervisor, Mount Vernon, N.Y.

*Hon. Charles V. Carr
Councilman, Cleveland, Ohio

*Hon. George K. Arthur
Supervisor, Buffalo, N.Y.

Hon. Peter Aikens
Borough Assemblyman,
Fairbanks, Alaska

Hon. Foster Bennett
Councilman, Somerset, New Jersey

Hon. Marcus J. Gray
County Clerk, Battle Creek, Mich.

Hon. Weldon Jules
Councilman, Ridgecrest, Calif.

Hon. George Livingston
Councilman, Richmond, Calif.

Hon. Virgil May
City Commissioner, Benton Harbor, Mich.

Hon. Paul Murray
County Commissioner, Satters, S.C.

Hon. Ernest Rhodes
Alderman, N. Chicago, Illinois

Hon. C. C. Ross
Alderman, Winston-Salem, N.C.

Hon. Joshua Rose
Councilman, Oakland, California

Hon. Calvin D. West
Councilman, Newark, New Jersey

CITY PANEL F Room 2F

**Hon. Delmar L. Mitchell
Councilman, Buffalo, New York

*Hon. Lewis F. Brown
Councilman, Vallejo, California

*Hon. Howard D. Moore
Councilman, Wilmington, Delaware

*Hon. Joseph M. Wright
Councilman, Beaufort, S.C.

Hon. Lillian J. Meadows
Supervisor, Buffalo, New York

Hon. Nathaniel Bates
Councilman, Richmond, Calif.

Hon. Myron Bush
Councilman, Cinncinati, Ohio

Hon. H. E. Curry
Councilman, Ann Arbor, Mich.

Hon. Eugene Dibble
Trustee, Sanitary District,
Chicago, Ill.

Hon. Warren T. Flower, Sr.
Commissioner, Pontiac, Mich.

Hon. Richard Hatcher
Councilman, Gary, Indiana

Hon. Benjamin F. Jones
Councilman, Orange, New Jersey

Hon. Robert Lillard
Councilman, Durham, N.C.

Hon. Mae Madison
County Committee, L.A., Calif.

Hon. A. A. Rayner, Jr.
Alderman, Chicago, Ill.

Hon. Stephen Ross
Vice Mayor, Seaside, Calif.

* Panel Chairman ** Discussion Leader

CITY PANEL G Room 2C

**Hon. William Cousins
Alderman, Chicago, Illinois

*Hon. Harvey L. Judkins
Councilman, Plainfield, New Jersey

*Hon. Ross W. Miller, Jr.
Councilman, Compton, California

*Hon. John Stewart
Councilman, Durham, North Carolina

*Hon. Benjamin Anderson
Councilman, Kent, Ohio

Hon. C. E. Boulward
Councilman, Durham, North Carolina

Hon. Charles Jones
Councilman, Albion, Michigan

Hon. Clarence Lightner
Councilman, Raleigh, North Carolina

Hon. Adam T. McDaniel
Councilman, Rahway, New Jersey

Hon. John H. Miles
Councilman, Hearne, Texas

Hon. Emery C. Proctor
Supervisor, Syracuse, N.Y.

Hon. Clarence Sabbath
Councilman, River Rouge, Mich

Hon. Mayme F. Spencer
Alderman, Evanston, Ill.

Hon. Philip Waters
Councilman, Indianapolis, Indiana

Hon. Boisy Nathaniel Waters
Commissioner, Dania, Florida

Hon. Arnold F. Winfield
Alderman, Evanston, Illinois

CITY PANEL H Room Lounge

**Hon. Doris Davis
City Clerk, Compton, California

*Hon. Bernard Charles
Councilman, Tallman, New York

*Lucius B. Amerson
Sheriff, Tuskegee, Ala.

*Hon. Joel Ferguson
Councilman, Lansing, Michigan

*Hon. Ozell K. Beatty
Councilman, Salisbury, N. Carolina

Hon. Lloyd Carter
Alderman, Urbana, Illinois

Hon. Thomas Coates
Vice Mayor, Cambridge, Mass.

Hon. A. L. Dowell
Councilman, Oklahoma City, Okla.

Hon. Terry Francois
Supervisor, San Francisco, Calif.

Hon. Johnnye Greene
Constable, Phoeniz, Arizona

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Hon. E. B. Turner
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* Panel Chairman ** Discussion Leader

PANEL I **Dining Room A**

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*Hon. Nolen M. Ellison
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Board of Educ., Detroit, Mich.

Hon. Harzell Taylor
Benton Harbor, Michigan

Hon. John M. Warden
Minneapolis, Minnesota

Hon. Robert L. Williams
Forman, Mississippi

* Panel Chairman ** Discussion Leader

MSS SEDFRE
546

Negroes, Jews, + Puerto Ricans Workshop, 1967-1968

Box
Folder 3

State Historical Society of Wisconsin

Please Retain Original Order

May 5, 1967

Mr. Dan Chasan
THE NEW YORKER
25 West 43rd Street
New York, New York

Dear Dan:

I am enclosing some material which Ronnie Moore prepared.

You will be interested to know that we are planning to do a Sensitivity Training workshop for the Board of the Puerto Rican Community Development Association in the New York area very shortly. We also plan another workshop in Mount Vernon for Jewish and Negro residents. As you may be aware, there is increasing tension in Mount Vernon and there is some evidence to indicate an exodus of Jews as the Negro population swells.

Sincerely,

Marvin Rich
Executive Director

MR/lp
Enclosure:

May 12, 1967

Miss Ruth Abram
Sarah Lawrence College
Bronxville, New York

Dear Ruth:

I would like very much for you to keep me informed as to the progress of your project. Looking at long range goals, I find that some serious attention must be given towards getting members of minority groups to communicate with all classes, creeds and races. As general as the latter statement may seem, it is obvious to me that such communication is damn close to the "nitty gritty."

However, the idea of a T Group confrontation of Jews and Negroes is a step in the right direction and SEDFRE is ready to do something to develop it. Please keep us posted, let us know when you are ready for the T Group. We would like to help, if there is anything we can do in the interim.

Many thanks. It was very nice having you in the Series. Please keep in touch.

Sincerely,

Ronnie M. Moore
Director, Leadership Development

RMM:at

COPY

SEDFRE **INTER-OFFICE MEMO**

To: Marvin Rich June 9, 1967

From: Ronnie Moore

Subject: Sensitivity Training Program in Mount Vernon

I wrote to Ruth Abram (copy attached) about a month ago, but have not heard from her. I will call her and discuss time, place and participants, etc. for the Sensitivity Training Workshop involving representatives of the Negro and Jewish communities.

There are several problems involved.

RMM:at
Enc.

S E D F R E **INTER-OFFICE MEMORANDUM**

AREA CODE (914)

To: Ronnie Moore, Marvin Rich January 24, 1968

From: Hank Smith

Subject: Meeting with Gene DuBow and Hank Smith on January 24 regarding Workshop for Negroes, Jews and Puerto Ricans

At a luncheon meeting with Mr. Eugene DuBow, Area Director for American Jewish Committee, plans were finalized for the Rockland County Human Relations Laboratory and the new date set is now March 29-31 and the place (tentative) will be the YMCA Conference Center, Holiday Hills, at Pawling, New York.

Mr. DuBow suggested that we contact the following people:

Police Chief Justin Kaney
✓Mr. Richard Bagley, Director-Nyack Community Center (Negro)
Mr. Frederick Palmer, President, Tappenzee Bank
Mr. William Scott, Chairman-Nyack CORE
Mr. Leonard Cook, President-NAACP
✓Mr. Jose Danilla (spelling?) Community Worker, Haverstraw Puerto Rican Community
Mr. Philip Franklin
Mary and Henry Coyart, Spring Valley
Paul Mundt, Chairman-Board of Supervisors
Rabbi Richard Rocklin
Monsignor James Cox, Chairman-Rockalnd Commission on Human Relations. Also does work at Rockland State Hospital
✓Mr. ~~James~~ Lee Biggs, Executive Director-Rockland Commission on Human Rights
✓Mrs. Virginia Dickerson, Community Activist in Negro community. Also works at nursery school.

Mrs Canares
429-2980
32 3rd St.
Haverstraw

359-4974 —

(9-5) 354-4911

245 S. B'way
358-5827

✓ARTUR [illegible] — (212) DA-8-5000 ?

Possible places for conference are:

Holiday Hills, Pawling, NY (YMCA Conference Center)
Nyack Missionary College, Nyack, NY
Sterling Forest Conference Center, Sterling Forest, NY

The agreement was that Mr. DuBow would call me on Thursday (tomorrow). His major role will be to contact business people in the community to paeticipate in the workshop. The ceiling of 40 participants, including four staff members, was agreed upon by both Gene and myself. Some contacts will have to be made through Steve Nagler and/or Carl Rachlin, both of ~~hx~~ whom have handled welfare cases in that community. When we have these names we will then use these people for ~~other~~ contacting other interested people in the community. Some attempt will be made by me on Tuesday, Janury 30, when Marvin Rich speaks before the American Jewish Committee, to buttenhole some of the persons listed above.

Mr. DuBow expressed a feeling of regret that they do not have much money to put into this project. However, he did state that he would spend as

Rev. [illegible] (St. Philip) AME

YMCA - Holiday Hills - Mr [illegible] -

March 29-31, '68 Pawling, N.Y.

Eugene DuBow, 359-1265 Rt. 9W Grand View

— [illegible] Cook

— Franklin

~~[illegible] — Spring Valley N.Y.~~

~~(Ashley) 357-6915~~

~~Parker Manuel~~

~~623-1682~~ 62A Main St.

NA-3-8372

much time as possible on this project and would try to get ~~more~~ [illegible] money for it. His feeling is that Rockland County likes the idea of a Negro, Jewish, P.R. workshop, and that we should have few problems, if any, in going ahead. However, the Bronx is not in Mr. DuBow's district, but is a part of the Regional Director's district, Mr. Israel Lester. Long Island is represented by Mr. Harold Applebaum.

Mt. Vernon is presently having serious problems, somehow built around Sarah Lawrence College and a survey being done by that college.

Hank Smith

HGS:at

Copy

cc

HOLIDAY HILLS BRANCH, YMCA of GREATER NEW YORK
Pawling, N. Y. 12564

AGREEMENT [illegible] between HOLIDAY HILLS YMCA, Pawling, N. Y. and

Community Negro, Puerto Rican and Jewish leaders of Rockland County ____ of SEDFRE
name of group ____ sponsoring organization

located at ____ Approx. age range ____

IT IS AGREED THAT:

A. The period will extend from supper at 6 p.m. on March 29 through noon dinner of March 31, 1968 at a cost per person of $22. + 50 cents membership fee.

B. Within the limits of its facilities Holiday Hills will provide meeting rooms and recreation equipment. The minimum needs of the group are as follows: One major assembly room, plus two conference rooms. Privacy to be insured.

C. All necessary bedding, towels and soap will be supplied by Holiday Hills.

D. All persons attending are to be registered at Holiday Hills by the person responsible for the group. They will be members of Holiday Hills and subject to all regulations, including the Code of Practices.

E. The group is responsible for loss or damage to Holiday Hills property beyond normal wear and tear, incurred by any of the members of the group during the period here.

F. The estimated attendance at time of signing this agreement is 35 persons. It is understood that 30 days before the arrival date the group will specify its GUARANTEED ATTENDANCE. If this number is not realized, then the group will pay to Holiday Hills one half the full-time rate for each person between the ACTUAL and the GUARANTEED numbers. The person in charge will be responsible to collect and pay to Holiday Hills all charges upon arrival.

✓

G. If the above reservation is cancelled with less than 30 days' notice, the group shall pay to Holiday Hills 25% of the expected income based on the estimated attendance.

The person who will be [illegible] and will be responsible for its program, [illegible] equipment and facilities is:

Henry G. Smith, Jr., Staff Associate
Scholarship, Education & Defense Fund for Racial Equality, Inc.
(effective Feb. 26)-->164 Madison Ave., New York, New York 10016

Phone 964-8210 (532-8216)

The undersigned is authorized by the above-named group to commit it to the above agreement:

Signed ____

DATE Feb. 16, 1968

Accepted by Holiday Hills Branch, YMCA of Greater New York:

DATE ____

February 6, 1968

Mr. Maurice Dick
Mapril Lane
Nanuet, New York

Dear Mr. Dick:

I understand that Henry Smith of our staff spoke to you in November about a Sensitivity Training Workshop that we are holding for Negroes, Puerto Ricans and Jews. The Workshop is now scheduled for March 29 to March 31 at the Holiday Hills Conference Center in Pawling, New York. The Sensitivity Training session will be designed to explore differences and to increase awareness in order ultimately to bring about greater respect and cooperation.

It would be our pleasure if you could personally attend any of these sessions. If you have any questions, please call me or Henry Smith at this number.

Sincerely yours,

Marvin Rich
Executive Director

cc: Henry Smith

February 6, 1968

Mr. Hugh Downs
Today Show - Room 741
National Broadcasting Company
30 Rockefeller Plaza
New York, N.Y. 10020

Dear Mr. Downs:

I understand that Henry Smith of our staff spoke to you in November about a Sensitivity Training Workshop that we are holding for Negroes, Puerto Ricans and Jews. The Workshop is now scheduled for March 29 to March 31 at the Holiday Hills Conference Center in Pawling, New York. The Sensitivity Training session will be designed to explore differences and to increase awareness in order ultimately to bring about greater respect and cooperation.

It would be our pleasure if you could personally attend any of these sessions. If you have any questions, please call me or Henry Smith at this number.

Sincerely yours,

Marvin Rich
Executive Director

cc: Henry Smith

April 4, 1968

Dear Ronnie,

Just a short note to answer Sunday's question. I've learned and become aware of the following:

1. It is important for the trainors to draw a training design and then discuss it, in order for all to understand it the same way.

2. It is important for the trainors to stimulate the actual, mainly in reference to any new exercise that might be given the group.

3. I also learned new exercises:

    a. The Puzzle
    b. Thumb Wrestling
    c. Fish Bowl - Alter ego

4. I've begun to feel the different levels the group has reached.

5. The importance of the right exercise at the proper time.

6. The need for non-verbal exercise when the group has talked itself out.

7. The group doesn't need as much trainor input as I had previously thought.

8. It's a good idea to allow the group to think up new exercises and partake in them.

9. The value of verbal evaluation of what they have learned and how they will apply it back home.

10. I can control myself much better than I had thought.

Love You,

Josie

Josie

April 16, 1968

To: Ronnie Moore
From: Henry Smith
Subject: Intergroup Relations Laboratory
Holiday Hills - YMCA Conference Center, Pauling, N. Y.
Date: March 29-31, 1968
Sponsored by: SEDFRE & American Jewish Committee, Westchester
County Chapter

With the cooperation of the American Jewish Committee, Westchester County Chapter, and its Area Director, Eugene DuBrow, at Holiday Hills-YMCA Conference Center, Pawling, N. Y., SEDFRE held a Human Relations Laboratory March 29 thru March 31, 1968. Our objective for this weekend "Intergroup Relations Seminar" for Negroes, Jews and Puerto Ricans, by discussing how cultural, ideological and economic as well as racial, ethnic and other differences of minority groups can lead to misunderstandings and inter-group conflicts. We were to explore these differences and try to increase an awareness that might bring about mutual respect and even collaboration.

The workshop began with twelve (12) Jews, six (6) Puerto Ricans, six (6) Negroes and nine (9) persons from other ethnic groups (Catholic, Irish, White Anglo-Saxon Protestants). Our session opened with the following Trainees: Joel Cohn (Jewish), Spiver Gordon (Negro), Frank Lugovina (Puerto Rican), and self Hank Smith (Negro), with assistance from training aids LaRee Bell (Negro) and Josie Bustus (Puerto Rican).

The discussion from participants, focusing their attention on the question of "Why we are here" was answered by "I was invited." "I've always been curious - all my life." "I don't know what all this is about, but I'm game." "I've had 'T' grouping before and want to enrich myself more." "Just what is this all about?" "He invited me so I came." I want to know people." "I want to see Negroes and Puerto Ricans work together."

To: Ronnie Moore
From: Henry Smith
Subject: Intergroup Relations Laboratory - page 2

By having the participants count off 1, 2 and 3, we were able to form them into 3 Trust Groups . We were to then focus attention on small group interaction between participants of various ethnic groups present, hoping to promote better intergroup relations in community interaction. One of the highlights of the group came when one participant said "I don't know what to call you -- Black, Negro or Colored." My reply was "Must I choose from only those categories only?" She replied "Yes." My answer then was Black, with a question from her "Why?" I told her "I can only say to you if I must choose then I'll say Black because you are called White, but I love to be called Hank." After what seemed like a year of silence she said "Now I understand. Like me you want to be called by your name. It sounds so human. When I was a little girl my mother and father called people names. It did not feel right to me. I have always liked Negroes and Jews. My family can't understand me. I married a Jew and I don't think they like me. So here I am. My family and friends almost hates me, and his family and friends don't seem to understand me." I told her I liked her and that I saw her as a very lovable person with feelings for people. Almost every member of the groups' words were almost the same. One girl said you have helped me and I want to thank you for that.

The staff had prepared a sheet that read:

All Jews are cheap.
All Negroes are lazy.
All Puerto Ricans are grease balls.
All Irish are drunkards.
All Poles are stupid.
All Italians are gangsters.
All What Anglo-Saxon Protestants are bigots.

To: Ronnie Moore
From: Henry Smith
Subject: Intergroup Relations Laboratory - page 3

In addition, each room used by the Trust Groups had the same statements on black boards or newsprint. We had decided not to start the sessions in our groups, and the reactions were as follows: Joel Cohn's Trust Group refused to deal with any negative statements. In place of ur list (negative) they placed the following list on newsprint, because they wanted to do and see positive things this weekend:

Jews - Intellectual
  Family oriented
  Good providers, & businessmen
  Epicurean
Italians - Warm & emotional
  Epicurean
  Family, religious
  Exotic
Black Negroes - Athletic
  Good dancers
  Sexually fantastic
  Uninhibited - soul
  Militant
Puerto Ricans - Warm - sentimental
  Famliness
  Respect for women
  Machismo - lovers
Poles - Drinking Buddies
  Strong back, muscular
Germans - Scientific, precise
  Orderly, well disciplined
  Cultured

Irish - Driking buddies, sentimental
Glib, religious
Wasps - Righteous
Boy Scouts (good)
Industrious - affluent
Charitable, hopeful, faithful
Civic minded
Catholics - Child oriented
Devout
Drinking buddies
Patriotic
Arabs - Game
Historic contribution
Religious
Patriotic

Joel asked the group how they felt about their list. Their reply was "We feel good!" He then asked if there were any real difference in both lists. The group felt that they had seen things in apositive light. Joel said he felt that both lists were unreal and showed sign of bigotry. This opened up a new doof and the group found it hard to deal with positive/negative prejudise. It was at that point that the group as a whole felt that they must see people as they are on a "Man to man" basis and not put people in "Boxes."

My group, although the list was on the board andthey had been given the printed list, started off by ignoring the question. This went on for three-quarters of an hour. A young Irish girl said that the list may be true. "After all, we Irish are great drinkers". One member said "But I know Irish people who do not drink at all. That list is unfair, not just to Irish, but to all people". One Jewish member said "All Jews are not cheap and someone spelled one word wrong."

This broke the fear of dealing with the question. The group went on to seeppeople as they are and not in a mass of Blackness, Jewishness or Puerto Ricans, etc. But, as persons with human needs and wants.

Experiments in onon-verbal communication was held on Sunday. In one section the participants were asked to form Dyads with the selection to come from them. For one half hour they were to communicate with each other without using their vocal cords. One couple went to the chapel and felt that they had gotten married, exchanging rings and all. Antoher couple built their own city in the dirt. Another couple just walked, holding hands. One couple sat ~~at~~ and looked at all the beauty around them. One couple went and played shuffle board. All the members after forming a Total Community, felt it was a feeling hard to express, but greatly enhancing their lives.

The last main project was the Fishbowl. For the fish-bowl, two groups were formed. Group A spoke on the question "What has this weekend done for me?" Group B had each person assigned to study only one person in group A then later role play that person as they saw him. The group revealed how grateful they were for the weekend and how much (as one person said)"I have grown this weekend." The closing of the workshop was when one participant, a female, role played a male so well, rubbing her chin for his beard; grouping her words just as he did; sitting with her legs crossed in the same position as he did. The group had oto applaud and ask for more. The young man she role played said "That's me! That's me!"

For future use the adding Trainor-aides La Ree Bell and Josephine Bustos was an outstanding aid in the workshop. They were able to help wthe trainors keep the group moving and participated so well without letting the group know they were really part of staff.

The participants on the evaluation said:

"Made me again, take a good look at myself."

"Brought me in touch with some of my hidden thoughts. Things I have trouble admitting to myself."

"Encouraged a more accepting of conflicting opinions and personalities."

"Enhanced my appreciation of my fiancee."

"I met some 'Beautiful' people."

"I should do more self-evaluation."

"It has broken down the communication barrier I felt existed between myself and Negro people."

"The opportunity to meet and get to know the Puerto Ricans. It was an popportunity I had not previously had." I have come away with a very strong impression of their charm and wisdom."

Although the workshop was excellent, and the goals had been reached SEDFRE had lost staff-time and money because the recruitment of Negroes did not pay off. For reasons not yet told, person (Negroes) recruited except 2, did not show or give any reason for not coming. If it is at all possible more time may help (time in areas) for recruitment to gain trust in SEDFRE. One way trust might be gained is if we run night classes and/or have black people from the community take part in the planning sessions and not just the Du Brows.

May I suggest more work in Nyack. Thre is a need for Citizenship Education Workshops. The area is open for some of our skills workshops (COLT) community organization and leadership technics. Myack has had two disorders (Pg. 159 if U.S. Riot Commission Report) in which Negroes were beaten by p policemen on horses. In this area a Police-Community Lab may be very helpful.

SCHOLARSHIP,
EDUCATION AND
DEFENSE
FUND FOR
RACIAL EQUALITY inc.
164 MADISON AVENUE
NEW YORK, N.Y. 10016
(212) 532-8216

Sent to names on attached list.

March , 1968

I want to extend my thanks and welcome you to the Workshop SEDFRE and the American Jewish Committee are sponsoring for Negroes, Jews and Puerto Ricans, at Pawling, New York the weekend of March 29-31.

The session will begin at 6 p.m. on Friday, the 29th and end on Sunday, the 31st at 2:30 p.m. We are asking all of the participants to attend the entire workshop, if possible, as you will find that this is the way to get the most out of it in terms of knowledge, understanding and personal satisfaction.

Enclosed is a copy of a brochure on Holiday Hills, which includes a map. The address is:

Holiday Hills YMCA
Pawling, New York 12564
Telephone: (914) 855-7451

Please feel free to call this office any time for further information, (212) 532-8216.

With a compulsive need to serve,

Henry G. Smith, Jr. Staff Associate
Leadership Development Department

HGS:at
enc.

Contributions are deductible for income tax purposes

▪ *president;* Andrew E. Norman ▪ *vice presidents;* William S. Ellis, Nannette Sachs ▪ *secretary;* Ezra Levin ▪ *treasurer;* Shelley Appleton ▪ *executive director;* Marvin Rich ▪ *leadership development director;* Ronnie M. Moore ▪ *legal director;* Carl Rachlin ▪ *BOARD OF DIRECTORS;* Nils R. Douglas, *chairman* ▪ Robert Ausnit ▪ James Baldwin ▪ Katrina McCormick Barnes ▪ Canon James P. Breeden ▪ Robert Curvin ▪ Charlotte Devree ▪ Robert F. Drinan, S. J. ▪ John Henry Faulk ▪ Michael O. Finkelstein ▪ Doris Freedman ▪ Dr. Edward L. Gibson ▪ James T. Harris ▪ Claude Heckscher ▪ Norman Hill ▪ Clarence B. Jones ▪ Dr. Archie Lacey ▪ Joann List Levinson ▪ Leon Modeste ▪ Henry Morgenthau, III ▪ Dr. William Stuart Nelson ▪ Richard J. Schwartz ▪ Elaine Slater ▪ Norman Thomas ▪ Rowland Watts ▪ Pearl L. Willen

MEMO

GROUP SEDFRE

DATE March 29-31, 1968

ACCOMMODATIONS Regular

WELCOME TO HOLIDAY HILLS YMCA IN PAWLING!

HOUSEKEEPING MEMO

Please note Minimum to be paid in rental fees and MAXIMUM permitted in building.

Please send milk and grosery orders at least a week in advance if you wish us to have them delivered for you.

If you wish to have some or all meals at the Inn, please notify us at least ten days in advance so you may be included in the meal count.

If you wish to rent towels at ten cents each, please let us know in advance.

If you come by bus, plan to have at least one car among your group for quick transportation if necessary and for errands.

AMERICAN PLAN MEMO

Please not Guaranteed Attendance required 30 days prior per contract. We need a breakdown of your registration a week prior so we can assign rooms to meet your needs - number of men, women and/or couples etc. and if cribs are necessary.

Please mail your program in advance so we shall know your meeting space requirements and be able to plan accrodingly.

FOR BOTH HOUSEKEEPING AND AMERICAN PLAN

Please notify us of any spacial needs such as borrowing 16 mm projector, slide projector, screen, record player etc.

If you want to schedule a hayride, we shall be glad to do so upon notice of time preferred. If you wish to reserve the chapel for worship, just let us know the time you wish.

MISCELLANEOUS ADGENDA

MEAL HOURS

Breakfast	8 a.m.
Dinner	12:30 p.m.
Supper	6 p.m.

GUEST MEAL CHARGES

Breakfast	1.50
Dinner	2.50
Supper	2.50

HAYRIDES - 50 cents per person (Minimum $10.)

BICYCLE RENTAL - 50 cents per hour

BOAT RENTAL - 50 cents per hour

HOURSEBACK RIDING - $3.00 per hour

* * * * * *

BRING YOUR OWN SKIIS AND SKATES FOR WINTER FUN!

WE HAVE TOBOGGANS!

2.40 Fri

Sam Brown called -

Because of illness in his family, cannot make workshop.

Sent his regrets + best wishes for successful session -

Glori

March

PARTICIPANTS
INTERGROUP RELATIONS SEMINAR - MARCH 29-31, 1968

Carole Birnbaum
511 East 80th Street
New York, N.Y. 10021
(212) 861-0015

Organization: American Jewish Committee
(212) PL 1-4000

Jeanne Birnbaum
45 Popham Road
Scarsdale, New York 10583
(914) 723-0213'

Joan Bodger
20 Ritie Street
Piermont, New York 10968
(914) 359-0776

Organization: American Jewish Committee

Josephine Bustos **
1604 Lexington Avenue
New York, N.Y. 10029
(212) 427-7423

Robert Delgado
1765 Davidson Avenue
Brpnx, New York 10453
(212) 294-6119

Organization: Public Service Career Program
(212) 433-3691

Virginia Dickerson
245 South Broadway
South Nyack, New York 10960
(914) 358-5827

Eugene DuBow
Upper Grand View
Nyack, New York 10960
(914) 359-1265

Organization: American Jewish Committee
(914) 948-5585

Rachel Fisher
250 West 94th Street
New York, N.Y. 10025
(212) 663-5060

Organization: Williamsburg Community Corporation
(212) 782-6022

Helen Hughes
35 White Avenue
South Nyack, New York 10960
(914) 358-7091

Helen S. Lathrop
149 High Avenue
Nyack, New York 10960
(914) 358-4132

Organization: Nyack High School
(914) 358-6000

J. Jeffery Leimsieder
314 Willis Avenue
Bronx, New York 10454
(212) 993-8579

Richard Lerner
165 East 56th Street
New York, N.Y.
(212) 751-4000

Organization: American Jewish Committee
(212) 751-4000

Jesus Luna
281 East 153rd Street
Bronx, New York 10451
(212) 635-1440

Organization: Association Of Bronx Community Organization
(212) 992-9260

Judith Magidson
308 West 20th Street
New York, N.Y. 10011
(201) 924-0656

Organization: American Jewish Committee
(201) 751-4000 Ext. 385

Robert Munoz
1658 Popham Avenue
Bronx, New York 10453

Organization: South Bronx Concentrated Employment Program
(212) 635-5700

Carl Nordstrom
78 Smith Avenue
South Nyack, New York 10960
(914) 358-4347

Jane Nordstrom
78 Smith Avenue
South Nyack, New York 10960
(914) 358-4347

Richard L. Peck
342 Passaic Street
Hackensack, New Jersey 07601

Margaret Pennell (Peggy)
Call Hallow Road
Pamona, New York
(914) 947-3557

Grace Radin
26 Franklin Street
Piermont, New York 10968
(914) 359-6158

Harold Rolls
117 South Broadway
South Nyack, New York 10960
(914) 358-1810

Marilyn Rolls
117 South Broadway
South Nyack, New York 10960
(914) 358-1810

Carol Schwarz
22 Cottage Street Apt.#3-C
South Orange, New Jersey 07079
(201) 767-4439

Elaine Slater
Barlow Lane
Rye, New York 10580
(914) 835-2182

Organization: SEDFRE (Board Member)

Ismael Torres
2016 Lafayette Avenue
Bronx, New York 10473
(212) 832-3512

Ann Welborn
193 Washington Street
New York, N.Y.(Tappan, New York)
(914) 359-1407

Alice Teper
59 Pineapple Street
Brooklyn, New York
Organization: SEDFRE

Laree Bell **
125 West 166th Street #5B
Bronx, New York 10452
Organization: SEDFRE

TRAINERS

Joel Cohen
Spiver Gordon
Frank Lugovina
Hank Smith

** Trainer Aides

TITLE OF WORKSHOP #1

NAME

DATE

ADDRESS

ORGANIZATION

EVALUATION

I. Rate the sessions.

Title	Excellent	Good	Poor	Can Be Improved By
Total Comm		✓		Some initial direction
Trust Group (small)		✓		
Trust Group			✓	Either have it more often or do away with it
Puzzle	✓			
Walk + Talk	✓			
Fish Bowl	✓			

II. Rate the resource persons or trainers.

Name	Excellent	Good	Poor	Can be more effective by
Hank Smith		✓		Could be a little more directive
Spiver Gordon		✓		was too much of a participant
Joel Cohen	✓			
Frank Lugovina	✓			

III. What do you like best?

The mix of people was good. More negroes would have helped.

IV. What do you like least?

Poor initial organizing, ie not enough negroes, Letter of invitation was poor and not instructive. I also question the method of recruitment. There was at least one person with a

(over)

record of mental illness. I question the wisdom of having such people. What happens if they really get upset?

I thought that the trainers showed signs of inexperience and non-proffesionalism. They became too much a part of the group, tended to have a cadre of "in" people with them and did not proffesionally handle some of the situations

#1

WORKSHOP EVALUATION - Page 2

V. This workshop has helped me in the following ways:

1. Made me, again, take a good look at myself!

2. Brought me into touch with some of my hidden thoughts. Things I have

3. trouble admitting to myself

4.

VI. Comments

All in all a worthwhile weekend. Some shortcomings, but these were more than made up for by the process and interaction. Would love to do it again

S.E.D.F.R.E.
XXXXXXXXXXXXXXXXXXXXXXXXXX 164 MADISON AVENUE
New York, N.Y. XXXXXx 10016

#1

-/

TITLE OF WORKSHOP #2

NAME DATE

ADDRESS ORGANIZATION

EVALUATION

I. Rate the sessions.

Title	Excellent	Good	Poor	Can Be Improved By
Total comm		✓		
T group (Small)			✓	
T group (medium)			✓	
Puzzle		✓		
Walk + talk		✓		
Fish bowl	✓			
other				

II. Rate the resource persons or trainers.

Name	Excellent	Good	Poor	Can be more effective by
Hank Smith		✓		More directive participation
Spiver Gordon		✓		
Joel Cohen		✓		
Frank Lugovina	✓			

III. What do you like best?

Small T group & fish bowl

IV. What do you like least?

Medium T group

WORKSHOP EVALUATION - Page 2

V. This workshop has helped me in the following ways:

1. Pointed out some of my behavioral characteristics which could be improved and changed

2. Be more receptive to people and less judgmental.

3. Learning more about group dynamics & processes

4.

VI. Comments

S.E.D.F.R.E.
164 MADISON AVENUE
New York, N.Y. 10016

#2

/

TITLE OF WORKSHOP #3

NAME DATE

ADDRESS ORGANIZATION

EVALUATION

I. Rate the sessions.

Title	Excellent	Good	Poor	Can Be Improved By
TOTAL		✓		
TRUST SMALL		✓		
TRUST LG				
PUZZLE	✓			
WALK + TALK	✓			
FISH BOWL	✓			

II. Rate the resource persons or trainers.

Name	Excellent	Good	Poor	Can be more effective by
Hank Smith	✓			
Spiver Gordon	✓			
Joel Cohen	✓			
Frank Lugovina	✓			

III. What do you like best?

FISH BOWL

TRUST GROUP

GUIDELINE FOR T-GROUPS

IV. What do you like least?

TRUST GROUPS SAT TOO LONG AT A TIME

WORKSHOP EVALUATION - Page 2

V. This workshop has helped me in the following ways:

1. HOPEFULLY TO ESTABLISH A MEANINGFUL RELATIONSHIP WITH A STRANGER MORE QUICKLY + LESS SELF-CONSCIOUSLY

2. VALUABLE TRAINING EXPERIENCE FOR MY WORK DOING GROUP COUNSELLING IN A MENTAL HEALTH CLINIC

3. ENCOURAGED MORE REFINEMENTS IN BEING AWARE OF DIFFERENCES IN PEOPLE + MORE APPRECIATION OF THOSE DIFFERENCES

4. ENRICHMENT OF VOCABULARY

VI. Comments

TOTAL COMMUNITY WAS MUCH MORE COMFORTABLE AFTER TRUST GROUPS THAN BEFORE - IN OTHER WORDS THE T-GROUP EXPERIENCE HAD A POSITIVE EFFECT ON HOW I FELT IN THE LARGER COMMUNITY

I FOUND IT A VERY POSITIVE + WORTHWHILE EXPERIENCE

S.E.D.F.R.E.
164 MADISON AVENUE
New York, N.Y. 10016

#3

#4

TITLE OF WORKSHOP

NAME DATE

ADDRESS ORGANIZATION

EVALUATION

I. Rate the sessions.

Title	Excellent	Good	Poor	Can Be Improved By
TOTAL COMM			✓	More Trainer participation to [illegible]
TRUST GROUP	✓			
MED TRUST GRP			✓	
PUZZLE	✓			
WALK & TALK	✓			
FISH BOWL	✓			

II. Rate the resource persons or trainers.

Name	Excellent	Good	Poor	Can be more effective by
Hank Smith	Did not	get chance	to	know him in trainer capacity really
Spiver Gordon		✓		More participation.
Joel Cohen	Did not	get chance to	know	him in Trainer capacity
Frank Lugovina	SUPERB			

III. What do you like best?

T-Group

IV. What do you like least?

Medium T-group [illegible] [illegible] in [illegible] but important in terms of enlarging our knowledge of others outside T-group

V. This workshop has helped me in the following ways:

1. Enlarged my perception of people

2. Encouraged a more accepting view of conflicting opinions & personalities

3. Really showed me in several dramatic instances what lay behind the facade — Therefore to go beyond the facade

4. That we all exert to get at the basic factors that separate us

VI. Comments

For me it was a most valuable, insightful, exciting week-end from which I learned not merely intellectually but more importantly, spiritually & emotionally.

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New York, N.Y. xxxxxx 10016

#4

#5

TITLE OF WORKSHOP

NAME Richard E. Lerner DATE 3/31/68

ADDRESS 165 E. 56 St nyc ORGANIZATION AJC

EVALUATION

I. Rate the sessions.

Title	Excellent	Good	Poor	Can Be Improved By
Tot. Comm		X		
T Group			X	
T " Med			X	
Puzzle		X		
Walk + Talk	X			
Fishbowl	X			

II. Rate the resource persons or trainers.

Name	Excellent	Good	Poor	Can be more effective by
Hank Smith			✓	more timely intervention as a participant.
Spiver Gordon		✓		
Joel Cohen		✓		
Frank Lugovina	✓			

III. What do you like best?

② Non-verbal exercises; ~~[illegible]~~ ③ Small T-groups and the ① fishbowl.

IV. What do you like least?

Med T-Group

WORKSHOP EVALUATION - Page 2

V. This workshop has helped me in the following ways:

1. Helped me relearn some of the things I got at Bethel.

2. Enhanced my appreciation of Carol Schwary (fiancee)

3. By showing me how I appear to to some others.

4.

VI. Comments

The trainers and aides seemed very cliquish - exchange of signals between them very disconcerting to me and divisive of my feelings toward the group.

S.E.D.F.R.E.
[illegible] 164 MADISON AVENUE
New York, N.Y. [illegible] 10016

#5

1.

TITLE OF WORKSHOP Intergroup Relation Seminar

NAME Ann Welborn DATE March 29-31 1968

ADDRESS 193 Washington St, Tappan, N.Y. ORGANIZATION

EVALUATION

RECEIVED
MAY 3 1968
SEDF

1. Rate the sessions.

Title	Excellent	Good	Poor	Can Be Improved By
Total Community		✓		
Trust gps		✓		
Sm Gp dev-prog ques		✓		
trust gps	✓			
Trust gp.	✓			

II. Rate the resource persons or trainers.

Name	Excellent	Good	Poor	Can be more effective by
Hank Smith			I had	little exposure to the
Spiver Gordon				other trainers
Joel Cohen	✓			
Frank Lugovina				

III. What do you like best?

The greatest value for me individually was the reinforcement in the belief that human beings can form warm positive relationships when the barriers against real communication break down.

IV. What do you like least?

I felt that perhaps due to the intense communication emotional & psychological material might be exposed causing a break down in defenses which could not be

- handled by the trainer or the group
I felt also that the site of the Conference (YMCA) inhibited to some degree the out of session time and that much possible valuable informal relating was thus lost - there should have been more black people and some White protestants. [illegible]

V. This workshop has helped me in the following ways:

1. I have a deeper knowledge (having confronted my own well disguised prejudice) of my own attitude and how I must grow

2. I experienced a relationship with a black individual unique from the others that I have

3. experienced - After the early mistrust disappeared we seemed to face eachother as real people

4. in an honest way without the phoniness suspicion superficiality and guilt that generally exists

VI. Comments

Because of the bleak and depressing atmosphere of our present way of life one tends to forget the capacity of human being to touch one another and to grow together merely by walking out and sharing themselves - The weekend provided me with a much needed reminder of this capacity - It reinforced my belief in those things which all have in common - How this experience will carry over I am not sure but I do know that this (as other group experiences have in the past) gave me a feeling of hope.

TITLE OF WORKSHOP #6

NAME DATE

ADDRESS ORGANIZATION

EVALUATION

I. Rate the sessions.

Title	Excellent		Good	Poor	Can Be Improved By
Total Community			X		
Trust Group (sm)		X			
Trust Group (med)			X		
Puzzle			X		
Walk and Talk	X				
Fish bowl		X			

II. Rate the resource persons or trainers.

Name	Excellent	Good	Poor	Can be more effective by
Hank Smith		X		
Spiver Gordon		X		
Joel Cohen	X			
Frank Lugovina				

III. What do you like best?

Small T-Group

Walk and Talk

IV. What do you like least?

Med. T-Group

WORKSHOP EVALUATION - Page 2

V. This workshop has helped me in the following ways:

1. ____________________

____

2. ____________________

____

3. ____________________

____

4. ____________________

____

VI. Comments

____

____

____

____

____

____

S.E.D.F.R.E.
164 MADISON AVENUE
New York, N.Y. 10016

#6

TITLE OF WORKSHOP #7

NAME ______ DATE ______

ADDRESS ______ ORGANIZATION ______

EVALUATION

I. Rate the sessions.

Title	Excellent	Good	Poor	Can Be Improved By
Total Community		✓		Trainer Should take notice of Sleeper and Bring them back.
trust Group(s)	✓			
trust Group	✓			
Puzzle	✓			
Walk & talk	✓			
Fish Bowl	✓			

II. Rate the resource persons or trainers.

Name	Excellent	Good	Poor	Can be more effective by
Hank Smith	✓			
Spiver Gordon	✓			
Joel Cohen	✓			
Frank Lugovina	✓			

III. What do you like best?

To Question People in a streight Foward manner and to insist a person answer. and Feeling of being Free to Act move and be one's self.

IV. What do you like least?

Few Breaks - When the Entire Group is not corporating it gets Bored.

WORKSHOP EVALUATION - Page 2

V. This workshop has helped me in the following ways:

1. It has helped me Express my Self better.

2. I have Found that being criticized does not Bother me

3. Its taught me to Better control my Emotions.

4. its taught me to better understand People who Feel superiore

VI. Comments

I think an Excellent JoB was Done by all trainers. I think Liberal and in an out Role they played in the Group

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New York, N.Y. XXXXX 10016

#7

TITLE OF WORKSHOP Intergroup Relations Seminar #8

NAME

DATE 3-31-68

ADDRESS

ORGANIZATION SEDFRÉ

EVALUATION

I. Rate the sessions.

Title	Excellent	Good	Poor	Can Be Improved By
Total Community		Fair		More Honesty
Trust Group (small)	✓			
Trust Group (mx)			✓	More Honesty
Puzzle		✓		
walk and talk	✓			
Fish Bowl	✓			

II. Rate the resource persons or trainers.

Name	Excellent	Good	Poor	Can be more effective by
Hank Smith		✓		more input at right times
Spiver Gordon				
Joel Cohen	✓ R			
Frank Lugovina		✓		too controlling

III. What do you like best?

our small trust group was fantastic – felt it was really where it [illegible] "tis". Also many of the Non Verbal activities were good – esp. walk and Talk. Fish bowl feedback was great for me.

IV. What do you like least?

Still a great deal of fear at Total Group – felt some people still didn't want to really get involved

V. This workshop has helped me in the following ways:

1. I GOT TO WHERE I WAS AT WITHOUT GAMES AND VERY LITTLE FEAR AND SELF-CONSCIOUSNESS

2. FOLLOWED MY CONVICTIONS AND ACT ON HOW I FELT ABOUT THEM.

3. MEETING SOME "BEAUTIFUL" PEOPLE

4. CHECKING OUT IF I AM WHERE I AM AT (HOW I THINK ETC)

VI. Comments

WORTHWHILE
INTERESTING
BEAUTIFUL BABY / ~ WOW! ("EN SANS CORPO SANO!"
LOVE SOME OF THOSE "GENUINE" WOMEN THAT WE HERE!)
LOVE YA ALL

S.E.D.F.R.E.
XXXXXXXXXXXXXXXXXXXXXXXXXXX 164 MADISON AVENUE
New York, N.Y. xxxxx 10016

#8

TITLE OF WORKSHOP INTER GROUP RELATIONS SEMINAR #9

NAME ______ DATE 3/31/68

ADDRESS ______ ORGANIZATION ______

EVALUATION

I. Rate the sessions.

Title	Excellent	Good	Poor	Can Be Improved By
TOTAL COMMUNITY		✓		
TRUST GROUP (SM)	✓			
TRUST GROUP (MD)		✓		
PUZZLE		✓		
WALK + TALK	✓			
FISH BOWL	✓			

II. Rate the resource persons or trainers.

Name	Excellent	Good	Poor	Can be more effective by
Hank Smith	✓			
Spiver Gordon		✓		
Joel Cohen		✓		
Frank Lugovina	✓			

III. What do you like best?

TRUST GROUPS - (SMALL + MEDIUM)

IV. What do you like least?

FISH BOWL -

WORKSHOP EVALUATION - Page 2

V. This workshop has helped me in the following ways:

1. I HAVE LEARNED TO LISTEN TO OTHERS -

2. I SHOULD DO MORE SELF-EVALUATION.

3. ACCEPT OTHERS FOR THEMSELVES

4. I SHOULD DISPEL MY FEARS OF SHOWING MYSELF AS I REALLY AM

VI. Comments

TRAINERS SHOULD NOT PARTICIPATE IN TRUST GROUPS AS TRAINERS

S.E.D.F.R.E.
XXXXXXXXXXXXXXXXXXXXXXXXXXXX 164 MADISON AVENUE
New York, N.Y. xxxxx 10016

#9

-/-

#10

TITLE OF WORKSHOP

NAME

DATE

ADDRESS

ORGANIZATION

EVALUATION

1. Rate the sessions.

Title	Excellent	Good	Poor	Can Be Improved By
TOTAL COMMUNITY		✓		
TRUST GROUP (SMALL)				
TRUST GROUP (M.D)				
PUZZLE				
WALK & TALK				
FISH BOWL				

II. Rate the resource persons or trainers.

Name	Excellent	Good	Poor	Can be more effective by
Hank Smith	✓			
Spiver Gordon		✓		PARTICIPATING LESS
Joel Cohen	✓			PARTICIPATING LESS.
Frank Lugovina ?				

III. What do you like best?

IV. What do you like least?

ATTEMPTS OF PARTICIPANTS TO ANALIZE PURLY PERSONAL PROBLEMS OF OTHERS EVEN WHEN IT WAS NOT RELIVENT TO THE "TOPIC" IE. COMUNICATION

WORKSHOP EVALUATION - Page 2

V. This workshop has helped me in the following ways:

1. BRAKE DOWN ~~THE~~ COMMUNICATION BARRIER I FELT EXISTED BETWEEN MYSELF AND NEGRO PEOPLE

2. FORCED ME TO LISTEN & TALK TO PEOPLE THAT I DIDN'T LIKE AT FIRST. I LATER LEARNED TO FEAL COMPASION AND UNDERSTANDING EVEN THOUGH I STILL DIDN'T "LIKE" THEM

3. I'VE GAINED CONFIDENCE IN MY ABILITY TO COMUNICATE WITH A BROADER GROUP OF PEOPLE AND PEOPLE THAT I WOULD OTHERWISE WITH DRAW FROM

4. I THINK I WILL BE MORE ABLE TO DISTINGUISH BETWEEN PERSONAL & SUBJECTIVE DIFERANCES.

VI. Comments

I WONDER IF ANYTHING I'VE LEARNED OR FELT WILL ~~COME AWAY~~ STAY WITH ME AND IF IT DOES WILL IT BE RELEVANT

S.E.D.F.R.E.
~~XXXXXXXXXXXXXXXXXXXXXXXXXX~~ 164 MADISON AVENUE
New York, N.Y. ~~X8838x~~ 10016

#10

#11

TITLE OF WORKSHOP ______________________

NAME ______________________ DATE ____________

ADDRESS ______________________ ORGANIZATION ____________

EVALUATION

I. Rate the sessions.

Title	Excellent	Good	Poor	Can Be Improved By
Total Community			✓	
Trust Group (small)	✓			
Trust Group (MO)		✓		
Puzzle	✓			
Walk + Talk	✓			
Fish Bowl	✓			
Other		?		

II. Rate the resource persons or trainers.

Name	Excellent	Good	Poor	Can be more effective by
Hank Smith		✓		
Spiver Gordon		✓		
Joel Cohen				
Frank Lugovina	✓			

III. What do you like best?

Discusions on Racils Problems

IV. What do you like least?

Walk + Talk

WORKSHOP EVALUATION - Page 2

V. This workshop has helped me in the following ways:

1. I Learn more about others Feelings, also to improuve My way of approuch others in Discusions I felt free To speak

2. Also help me to understand others + How to get along more confident

3.

4.

VI. Comments

S.E.D.F.R.E.
XXXXXXXXXXXXXXXXXXXXXXXXXXX 164 MADISON AVENUE
New York, N.Y. xxxxxx 10016

#11

TITLE OF WORKSHOP ______ #12

NAME ______ DATE ______

ADDRESS ______ ORGANIZATION ______

EVALUATION

I. Rate the sessions.

Title	Excellent	Good	Poor	Can Be Improved By
Total Community				more creative direction
Trust groups sm				and questioning
Trust groups mo				dialogue, better Timing
puzzle		fun		Creative
walk + talk		relaxing		
fish bowl				trainer more aware when a situation being created by group that it is nonverbal.
other				

II. Rate the resource persons or trainers.

Name	Excellent	Good	Poor	Can be more effective by
Hank Smith				never got to know him
Spiver Gordon				? I liked him
Joel Cohen				never got to know him
Frank Lugovina				? I liked him but feel suppressed at times by his comments

III. What do you like best?

the sessions between the formal sessions

IV. What do you like least? Tempo (ups + down) improvement very necessary

I feel there were many moments of artificial attempts to create hostility, which created artificial hostility (or at least unnecessary hostility) which in turn was suppressive + non-constructive for some

WORKSHOP EVALUATION - Page 2

V. This workshop has helped me in the following ways:

1. there are an awful lot of nice people

2. that most people have little predjudices of some kind

3. that it is not always good to conjur-up hostilities nor always bad

4. as always - more of the very strong and very weak may get too much attention

VI. Comments

S.E.D.F.R.E.
XXXXXXXXXXXXXXXXXXXXXXXXXXX 164 MADISON AVENUE
New York, N.Y. ~~10036~~ 10016

TITLE OF WORKSHOP Intergroup relations seminar, #13

NAME

DATE

ADDRESS

ORGANIZATION

EVALUATION

I. Rate the sessions.

Title	Excellent	Good	Poor	Can Be Improved By
Total Community				
Trust - small				
Trust - md.				
Puzzle		X		
Walk + Talk	X			
Fish Bowl		X		

II. Rate the resource persons or trainers.

Name	Excellent	Good	Poor	Can be more effective by
Hank Smith				
Spiver Gordon				
Joel Cohen				
Frank Lugovina				

I don't like to rate people and won't. I enjoyed the comradship, disliked the probing because it was often without purpose — in my judgment.

III. What do you like best?

Walking in the fields.

IV. What do you like least?

The constant attempts to needle others, to break the silence —

WORKSHOP EVALUATION - Page 2

V. This workshop has helped me in the following ways:

1. The opportunity to meet and get to know the Ricans, an opportunity I had not previously had. ~~2.~~ I have come away with a very strong impression of their charm and wisdom.

~~3.~~ 2 Maybe, to encourage me to resist responding to my expectations.

4.

VI. Comments

It seems to me that fears of silence, of ideas, and of physical movement were too apparent. Antagonism generated counter antagonism too often. Instead of releasing persons, the close sessions reinforced the hostility. I also *do not* believe in an innerperson (good) and an outer person (evil, public, to be overcome).

S.E.D.F.R.E.
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New York, N.Y. XXXXX 10016

#13

TITLE OF WORKSHOP #14

NAME

DATE

ADDRESS

ORGANIZATION

EVALUATION

I. Rate the sessions.

Title	Excellent	Good	Poor	Can Be Improved By
TOTAL COMM.			✓	More organization, "games"
TRUST GROUP (am)	✓			
TRUST GROUP (pm)		✓		
PUZZLE			✓	[illegible] spirit, no spirit.
WALK + TALK		✓		
FISH BOWL				
OTHER				

II. Rate the resource persons or trainers.

Name	Excellent	Good	Poor	Can be more effective by
Hank Smith				
Spiver Gordon	✓			
Joel Cohen	✓			
Frank Lugovina				

III. What do you like best?

Feeling of being with people and trying to know them.

IV. What do you like least?

Too brief, a bit too organized in small groups, i.e. time

V. This workshop has helped me in the following ways:

1. Know myself a bit better

2. Know a bit more about other people in the group (though not all)

3. A refreshing sense of being concentrated on people believing [illegible] or majority objects.

4. A better understanding of how people (some) from my locale think about issues, such as race, the war.

VI. Comments

I've been refreshed by this, though at times there has been mounting tiredness and states of frustration.

Keep up the work.

S.E.D.F.R.E.
XXXXXXXXXXXXXXXXXXXXXXXXXXXX 164 MADISON AVENUE
New York, N.Y. xxxxx 10016

#14

#15

TITLE OF WORKSHOP

NAME DATE

ADDRESS ORGANIZATION

EVALUATION

I. Rate the sessions.

Title	Excellent	Good	Poor	Can Be Improved By
Total Community		✓		
Trust Group (Small)			✓	
Trust Group (Md)			✓	
Puzzle		✓		
Walk + Talk		✓		
Fish Bowl		✓		

II. Rate the resource persons or trainers.

Name	Excellent	Good	Poor	Can be more effective by
Hank Smith		✓		
Spiver Gordon		✓		
Joel Cohen				don't know him
Frank Lugovina		✓		

III. What do you like best?

activities outside the discussion groups

IV. What do you like least?

repetitive discussion without knowing what the purpose is.

WORKSHOP EVALUATION - Page 2

V. This workshop has helped me in the following ways:

1. It gave me greater understanding of the difficulty of reaching people without having some goal in mind which could draw them together to get something done.

2. I met a few people whom I look forword to seeing again.

VI. Comments

S.E.D.F.R.E.
XXXXXXXXXXXXXXXXXXXXXXXXXX 164 MADISON AVENUE
New York, N.Y. xxxxxx 10016

#15

TITLE OF WORKSHOP ______ #16

NAME ______ DATE ______

ADDRESS ______ ORGANIZATION ______

EVALUATION

I. Rate the sessions.

Title	Excellent	Good	Poor	Can Be Improved By
Total Community				X
Trust Group (small)		X		
Trust Group (media)	X			
Puzzle		X		
Walk + Talk	X			
Fish Bowl	X			
Other		X		

II. Rate the resource persons or trainers.

Name	Excellent	Good	Poor	Can be more effective by
Hank Smith		X		
Spiver Gordon				LESS PARTICIPATION
Joel Cohen				MORE PARTICIPATION
Frank Lugovina		X		

III. What do you like best?

① WALK + TALK ② Fish Bowl

WALK + TALK

IV. What do you like least?

Puzzle

WORKSHOP EVALUATION - Page 2

V. This workshop has helped me in the following ways:

1. By understanding that sometimes when we do not communicate whether by action or verbally I am setting up the wall that separates me from the rest of the community.
2. I have discovered that in many instances I try to cross the bridge before I get to it. This is the cause of many of my frustration + disappointments.
3. In waiting to know people before arriving at a conclusion based on first impressions. I feel that I left this habit behind me during this week end and I have come to the
4. conclusion how despicable I have been most of my life by doing that. I sincerely hope that what I have learned regarding this matter stays with me the rest of my life.

VI. Comments

I hope that within 2 to 3 months we have the opportunity to meet again the same individuals under the same setting. Seminnars like this should be planne for couples in order that husbands + wives learn to tollerat each other. Groups (small) should be larger. When a group seems lost the trainer should interfere with more force.

S.E.D.F.R.E.
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New York, N.Y. XXXXX 10016

⑤ I taught to say what you feel when you feel, the way you feel it.

#16

#17

TITLE OF WORKSHOP ____________________

NAME ____________________ DATE ____________

ADDRESS ____________________ ORGANIZATION ____________

EVALUATION

I. Rate the sessions.

Title	Excellent	Good	Poor	Can Be Improved By
Total Community			✓	
Trust Group (Sm.)		✓		
Trust Group (M)		✓		
Puzzle		✓		
Walk + Talk	✓			I was shy + inept - but wanted to reach out physically.
Fish Bowl	✓			
Other				

II. Rate the resource persons or trainers.

Name	Excellent	Good	Poor	Can be more effective by
Hank Smith		✓		less tinkering
Spiver Gordon			✓	assumes role of liberated self-mockery - like a stage Irishman or a stage Jew.
Joel Cohen		✓		a little smug but warm
Frank Lugovina	✓			strong emotional intelligent (all good) but cops out

III. What do you like best?

Some (Most) of the people I met. Being with people - really talking, being myself. Getting a feed back. Being less lonely.

IV. What do you like least?

Not getting a feedback. Spiver's hypocrisy + prejudice

WORKSHOP EVALUATION - Page 2

V. This workshop has helped me in the following ways:

1. For me, the workshop back-fired.
I find myself less likely to go
2. back into community action work,
less trustful of others. The guidelines
3. are much like the techniques I have
been using in my life and work (rec-
4. ognize my own feelings; don't speak for
others; label my feelings & speak

VI. Comments the feeling; feedback; listen and
profit by other's feed back). I was
excited by living in a group that
lived 3 days by these rules (which I
have been applying in outside life)-
but I find myself frightened, less
likely to trust, more lonely.

S.E.D.F.R.E.
~~XXXXXXXXXXXXXXXXXXXXXXXXXXXX~~ 164 MADISON AVENUE
New York, N.Y. ~~[illegible]~~ 10016

The feed back that helped most
was Spiver's suggestion that I
ⓐ be "more meek" like a woman should;
ⓑ talk less

#17

TITLE OF WORKSHOP INTERGROUP RELATIONS SEMINAR #18

NAME ______ DATE ______

ADDRESS ______ ORGANIZATION ______

EVALUATION

I. Rate the sessions.

Title	Excellent	Good	Poor	Can Be Improved By
Total Comm.		x		
T-Group - sm.		x		more active pressure from trainer for self-probing
T-Group - md		X		
Puzzle		x		a bit more complicated. so process lasts longer
Walk + talk	x			
Fishbowl	X			switching - so all see each other
Other				

II. Rate the resource persons or trainers.

Name	Excellent	Good	Poor	Can be more effective by
Hank Smith		x		expressing own feelings. being more in the group
Spiver Gordon		x		becoming more aware of his effect on people
Joel Cohen		X		pushing for an honest confrontation with feelings
Frank Lugovina				don't have info. to judge.

III. What do you like best?

feedback from others - how do I come across, what impression do I give? .. nonverbal expression, especially touch .. becoming able to tell someone, "I like you," and not holding back for fear he'll say, "I don't care."

IV. What do you like least?

tolerance by group and trainers of what I see as superficialities ... also having to listen to feedback even though I want it - having to accept it as real.

WORKSHOP EVALUATION - Page 2

V. This workshop has helped me in the following ways:

1. Put me in touch more with an already-recognized tendency to over-intellectualize and under-feel.
2. Showed my tendency to let first impressions affect future perception, even though I say I remain open.
3. Stimulated a dissatisfaction with my acceptance of "objective conditions" that "prevent" me from acting.
4. Helped me see Puerto Ricans — but not Negroes — in a new light, less stereotyped."

VI. Comments

I think some sociometric stuff would be fun, some self-selected groups, some discussion of the groupings and cliques that occur during the weekend and how people feel about them. Make the total experience a laboratory, not just the specific time spent in sessions.

S.E.D.F.R.E.
XXXXXXXXXXXXXXXXXXXXXXXXXX 164 MADISON AVENUE
New York, N.Y. xxxxx 10016

#18

#19

TITLE OF WORKSHOP

NAME

DATE 3/31/68

ADDRESS

ORGANIZATION

EVALUATION

I. Rate the sessions.

Title	Excellent	Good	Poor	Can Be Improved By
TOTAL COMMUNITY				
TRUST GROUP (SMALL)				
TRUST GROUP (MED)				
PUZZLE				
WALK & TALK				
FISH BOWL				
OTHER				

II. Rate the resource persons or trainers.

Name	Excellent	Good	Poor	Can be more effective by
Hank Smith				
Spiver Gordon				
Joel Cohen				
Frank Lugovina				

III. What do you like best?

IV. What do you like least?

WORKSHOP EVALUATION - Page 2

V. This workshop has helped me in the following ways:

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

VI. Comments

S.E.D.F.R.E.
XXXXXXXXXXXXXXXXXXXXXXXXXXX 164 MADISON AVENUE
New York, N.Y. xxxxxx 10016

#19

TITLE OF WORKSHOP Human Relations Seminar #20 68

NAME Peper, Alice DATE Nov. 29-31,

ADDRESS ORGANIZATION SEDFRE

EVALUATION

1. Rate the sessions.

Title	Excellent	Good	Poor	Can Be Improved By
Total Community			✓	
Trust Group (small)		first time ✓	second time ✓	
Trust Group (mid)			✓	
Puzzle		✓		repeat what is motive and point after it's done
Walk + Talk		✓		
Fish Bowl	✓			
Other				

II. Rate the resource persons or trainers.

Name	Excellent	Good	Poor	Can be more effective by
Hank Smith	[redacted]	[redacted]	[redacted]	[redacted]
Spiver Gordon	[redacted]	[redacted]	[redacted]	[redacted]
Joel Cohen	[redacted]	[redacted]	[redacted]	[redacted]
Frank Lugovina	[redacted]	[redacted]	[redacted]	[redacted]

III. What do you like best?

Small groups from point of view of best reaching purpose of workshop.

IV. What do you like least?

WORKSHOP EVALUATION - Page 2

V. This workshop has helped me in the following ways:

1. How to better listen to what others are saying.

2. Learned things about myself which I can correct or improve on

3. Learned to be more at ease with strangers.

4.

VI. Comments

I felt that the sensitivity training should have been directed* more towards the purpose of the workshop i.e., prejudice among and toward minority groups.

*Related to

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New York, N.Y. xxxxx 10016

I felt that this was the responsibility of the trainers to do this directing more effectively than it was done.

#20

/ #21

TITLE OF WORKSHOP Intergroup Relations Seminar

NAME

DATE March 31, 1968

ADDRESS March 31, 1968

ORGANIZATION S. E. D. F. R. E

E V A L U A T I O N

1. Rate the sessions.

Title	Excellent	Good	Poor	Can Be Improved By
Total community		✓		
Trust Group (small)			✓	more structure or at least implicit if not explicit goals.
Trust Group (m.s.)		✓		
Puzzle	✓			
Walk + Talk	✓			
Fish bowl	✓			

II. Rate the resource persons or trainers.

Name	Excellent	Good	Poor	Can be more effective by
Hank Smith			✓	Keeping to one role
Spiver Gordon	No contact			
Joel Cohen	No contact			
Frank Lugovina		✓		

III. What do you like best?

Physical activity

IV. What do you like least?

Extended talk sessions which lack purpose.

WORKSHOP EVALUATION - Page 2

V. This workshop has helped me in the following ways:

1. To be aware of how another person's personal difficulties can be taxing emotionally upon a group of people. And also how this person can use his "hang-up" as a weapon, and as a defense.

2. Increasing awareness of how an individual projects personal problems in ways that may or may not hinder achievement of a group's goals.

3.

4.

VI. Comments

Food was good

The physical setting (room ventilation, heat and furnishings) should be more carefully considered as to what effect they have on human functioning (basically sedentary) over an extended period of time.

I would have liked more time to be at liberty to explore the camp.

S.E.D.F.R.E.
164 MADISON AVENUE
New York, N.Y. 10016

#21

#22

TITLE OF WORKSHOP Inter-group Relations Seminar

NAME Virginia Dickerson DATE 3-31-68

ADDRESS 245 So Broadway Nyack ORGANIZATION

EVALUATION

I. Rate the sessions.

Title	Excellent	Good	Poor	Can Be Improved By
Total Comm		x		
Trust group (small)	x			
Trust group (MD)		x		
Puzzel	x			
Walk & Talk		x		
Fish Bowl	x			
Other				

II. Rate the resource persons or trainers.

Name	Excellent	Good	Poor	Can be more effective by
Hank Smith				
Spiver Gordon		x		
Joel Cohen				
Frank Lugovina		x		

III. What do you like best?

The fact that I could see myself not being as quiet as usual. Being able to respond to a feeling others in the group trying to be real honest.

IV. What do you like least?

WORKSHOP EVALUATION - Page 2

V. This workshop has helped me in the following ways:

1. To learn to join in the action of what is being done around me.

2. Stop being so sure others feel the same as I.

3. Not to feel a person I know or like have been honest with me

4. about there true feeling of me as a person.

VI. Comments

S.E.D.F.R.E.
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New York, N.Y. 10016

#22

#23

TITLE OF WORKSHOP

NAME DATE

ADDRESS 3/31/68 ORGANIZATION

EVALUATION

1. Rate the sessions.

Title	Excellent	Good	Poor	Can Be Improved By
Trust Group (small)	✓			
Trust Group (MD)			✓	
Puzzel		✓		
Walk & Talk	✓			
Total Community		✓		

II. Rate the resource persons or trainers.

Name	Excellent	Good	Poor	Can be more effective by
Hank Smith		✓		
Spiver Gordon		✓		
Joel Cohen		✓		
Frank Lugovina	✓			

III. What do you like best?

Learning to express what you feel & not what you'd like to feel. in fact learning what you are and in doing so learning about & accepting others.

IV. What do you like least?

The constant harboring or hostilities and picking each other apart piece by piece. Criticizing beyond the limit i.e. the emotional things that we don't have the right to comment on.

V. This workshop has helped me in the following ways:

1. I feel a good deal more sure of myself than before and in feeling this way I am eliminating a barrier ~~of~~

2. between myself & others.
It gave me a chance to tune in on what others think

3.

4.

VI. Comments

I think that such workshops should be planned with more free time which can be used in get together such as last night. This is as important of way of learning to feel for others, i.e. in social contact, as the talk sessions. Yesterday was planned so that it was too physically exhausting to be totally effective.

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#23.

S.E.D.F.R.E.
164 Madison Ave.
New York, N.Y. 10016

EVALUATION SHEET

NAME GROUP NORM

DATE 3/29 – 3/31/68 ~~THE~~ PAWLING, N.Y.

I. Please give your feelings about yourself in this session.

NONE EXTREMELY

a. Satisfied 1 2 3 4 5 [✓ 6] 7

b. Left Out [✓ 1] 2 3 4 5 6 7

c. Important 1 2 [✓ 3] 4 5 6 7

d. Enlightened 1 2 3 4 [✓ 5] 6 7

e. Influential 1 2 3 [✓ 4] 5 6 7

f. Involved 1 2 3 4 [✓ 5] 6 7

g. Frustrated [✓ 1] 2 3 4 5 6 7

h. Confused 1 [✓ 2] 3 4 5 6 7

II Give your perception of the Group as a whole right now.

a. Good 1 [✓ 2] 3 4 5 6 7 Bad

b. Tense 1 2 3 4 5 [✓ 6] 7 Calm

c. Inactive 1 2 3 4 5 [✓ 6] 7 Active

d. Competent 1 2 3 [✓ 4] 5 6 7 Incompetent

e. Hindering 1 2 3 4 [✓ 5] 6 7 Helpful

f. Relaxed 1 2 3 4 [✓ 5] 6 7 Stressful

g. Negative 1 2 3 4 [✓ 5] 6 7 Positive

h. Fast 1 2 3 [✓ 4] 5 6 7 Slow

i. Cooperative 1 2 3 [✓ 4] 5 6 7 Competitive

j. Ineffective 1 2 3 4 [✓ 5] 6 7 Effective

3/29 – 3/31/68.

S.E.D.F.R.E.
150 Nassau Street Rm. 1030
New York, N.Y. 10038

EVALUATION SHEET

NAME________________________________

DATE________________________________ TIME____________

I. Please give your feelings about yourself in this session.

	NONE				EXTREMELY		
a. Satisfied	1	2	3	4	[✓ 5]	6	7
b. Left Out	[✓ 1]	2	3	4	5	6	7
c. Important	1	2	3	4	[✓ 5]	6	7
d. Enlightened	1	2	3	4	[✓ 5]	6	7
e. Influential	1	2	3	4	[✓ 5]	6	7
f. Involved	1	2	3	4	5	6	[✓ 7]
g. Frustrated	[✓ 1]	2	3	4	5	6	7
h. Confused	[✓ 1]	2	3	4	5	6	7

II Give your perception of the Group as a whole right now.

a. Good	1	[✓ 2]	3	4	5	6	7	Bad
b. Tense	1	2	3	4	[✓ 5]	6	7	Calm
c. Inactive	[✓ 1]	2	3	4	5	6	7	Active
d. Competent	[✓ 1]	2	3	4	5	6	7	Incompetent
e. Hindering	1	2	3	4	5	[✓ 6]	7	Helpful
f. Relaxed	1	2	3	[✓ 4]	5	6	7	Stressful
g. Negative	1	2	3	4	5	[✓ 6]	7	Positive
h. Fast	1	[✓ 2]	3	4	5	6	7	Slow
i. Cooperative	1	2	3	4	[✓ 5]	6	7	Competitive
j. Ineffective	1	2	3	4	5	[✓ 6]	7	Effective

S.E.D.F.R.E.
150 Nassau Street Rm. 1030
New York, N.Y. 10038

EVALUATION SHEET

NAME____________________________________

DATE____________________________________TIME______________

I. Please give your feelings about yourself in this session.

NONE — EXTREMELY

a. Satisfied 1 2 3 4 5 6 [✓ 7]
b. Left Out 1 2 [✓ 3] 4 5 6 7
c. Important 1 2 3 4 5 [✓ 6] 7
d. Enlightened 1 2 3 4 5 6 [✓ 7]
e. Influential 1 2 3 4 [✓ 5] 6 7
f. Involved 1 2 3 4 5 6 [✓ 7]
g. Frustrated 1 2 [✓ 3] 4 5 6 7
h. Confused 1 2 [✓ 3] 4 5 6 7

II Give your perception of the Group as a whole right now.

a. Good 1 [✓ 2] 3 4 5 6 7 Bad
b. Tense 1 2 3 4 5 6 [✓ 7] Calm
c. Inactive 1 2 3 4 5 6 [✓ 7] Active
d. Competent [✓ 1] 2 3 4 5 6 7 Incompetent
e. Hindering 1 2 3 4 5 [✓ 6] 7 Helpful
f. Relaxed 1 2 3 4 5 6 [✓ 7] Stressful
g. Negative 1 2 3 [✓ 4] 5 6 7 Positive
h. Fast 1 2 3 4 5 [✓ 6] 7 Slow
i. Cooperative 1 2 3 4 5 6 [✓ 7] Competitive
j. Ineffective 1 2 3 [✓ 4] 5 6 7 Effective

S.E.D.F.R.E.
150 Nassau Street Rm. 1030
New York, N.Y. 10038

EVALUATION SHEET

NAME____________________________________

DATE____________________________________TIME______________

I. Please give your feelings about yourself in this session.

	NONE				EXTREMELY		
a. Satisfied	1	2	[✓ 3]	4	5	6	7
b. Left Out	1	2	[✓ 3]	4	5	6	7
c. Important	1	2	3	[✓ 4]	5	6	7
d. Enlightened	1	[✓ 2]	3	4	5	6	7
e. Influential	1	2	3	[✓ 4]	5	6	7
f. Involved	1	2	3	4	[✓ 5]	6	7
g. Frustrated	1	2	3	4	5	[✓ 6]	7
h. Confused	1	2	3	4	[✓ 5]	6	7

II Give your perception of the Group as a whole right now.

a. Good	1	[✓ 2]	3	4	5	6	7	Bad
b. Tense	1	2	3	4	5	[✓ 6]	7	Calm
c. Inactive	1	2	3	4	[✓ 5]	6	7	Active
d. Competent	1	2	3	4	[✓ 5]	6	7	Incompetent
e. Hindering	1	2	3	[✓ 4]	5	6	7	Helpful
f. Relaxed	1	2	3	4	5	[✓ 6]	7	Stressful
g. Negative	1	[✓ 2]	3	4	5	6	7	Positive
h. Fast	1	2	3	[✓ 4]	5	6	7	Slow
i. Cooperative	1	2	3	4	5	[✓ 6]	7	Competitive
j. Ineffective	1	2	3	[✓ 4]	5	6	7	Effective

S.E.D.F.R.E.
150 Nassau Street Rm. 1030
New York, N.Y. 10038

EVALUATION SHEET

NAME______________________________

DATE______________________________TIME____________

I. Please give your feelings about yourself in this session.

	NONE					EXTREMELY	
a. Satisfied	1	2	[✓ 3]	4	5	6	7
b. Left Out	1	2	[✓ 3]	4	5	6	7
c. Important	1	[✓ 2]	3	4	5	6	7
d. Enlightened	1	[✓ 2]	3	4	5	6	7
e. Influential	1	[✓ 2]	3	4	5	6	7
f. Involved	1	2	[✓ 3]	4	5	6	7
g. Frustrated	1	2	3	4	5	[✓ 6]	7
h. Confused	1	2	3	4	[✓ 5]	6	7

II Give your perception of the Group as a whole right now.

a. Good	1	2	3	4	[✓ 5]	6	7	Bad
b. Tense	1	2	[✓ 3]	4	5	6	7	Calm
c. Inactive	1	2	3	[✓ 4]	5	6	7	Active
d. Competent	1	2	3	[✓ 4]	5	6	7	Incompetent
e. Hindering	1	2	3	[✓ 4]	5	6	7	Helpful
f. Relaxed	1	2	3	4	[✓ 5]	6	7	Stressful
g. Negative	1	2	3	[✓ 4]	5	6	7	Positive
h. Fast	1	2	3	4	[✓ 5]	6	7	Slow
i. Cooperative	1	2	3	[✓ 4]	5	6	7	Competitive
j. Ineffective	1	2	3	[✓ 4]	5	6	7	Effective

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150 Nassau Street Rm. 1030
New York, N.Y. 10038

EVALUATION SHEET

NAME______________________________

DATE______________________________ TIME____________

I. Please give your feelings about yourself in this session.

	NONE				EXTREMELY		
a. Satisfied	1	2	[✓ 3]	4	5	6	7
b. Left Out	1	2	[✓ 3]	4	5	6	7
c. Important	1	2	3	4	5	[✓ 6]	7
d. Enlightened	1	2	3	4	[✓ 5]	6	7
e. Influential	1	2	3	4	[✓ 5]	6	7
f. Involved	1	2	3	4	5	[✓ 6]	7
g. Frustrated	[✓ 1]	2	3	4	5	6	7
h. Confused	[✓ 1]	2	3	4	5	6	7

II Give your perception of the Group as a whole right now.

	1	2	3	4	5	6	7	
a. Good	1	[✓ 2]	3	4	5	6	7	Bad
b. Tense	1	2	3	4	[✓ 5]	6	7	Calm
c. Inactive	1	[✓ 2]	3	4	5	6	7	Active
d. Competent	1	2	3	4	5	[✓ 6]	7	Incompetent
e. Hindering	1	[✓ 2]	3	4	5	6	7	Helpful
f. Relaxed	1	2	3	4	[✓ 5]	6	7	Stressful
g. Negative	1	2	3	[✓ 4]	5	6	7	Positive
h. Fast	1	2	3	[✓ 4]	5	6	7	Slow
i. Cooperative	1	2	3	[✓ 4]	5	6	7	Competitive
j. Ineffective	1	2	3	4	[✓ 5]	6	7	Effective

S.E.D.F.R.E.
150 Nassau Street Rm. 1030
New York, N.Y. 10038

EVALUATION SHEET

NAME________________________________

DATE________________________________TIME____________

I. Please give your feelings about yourself in this session.

	NONE					EXTREMELY	
a. Satisfied	1	2	3	4	[✓ 5]	6	7
b. Left Out	[✓ 1]	2	3	4	5	6	7
c. Important	1	[✓ 2]	3	4	5	6	7
d. Enlightened	1	2	3	4	5	[✓ 6]	7
e. Influential	1	2	3	[✓ 4]	5	6	7
f. Involved	1	2	3	4	[✓ 5]	6	7
g. Frustrated	1	2	3	[✓ 4]	5	6	7
h. Confused	1	[✓ 2]	3	4	5	6	7

II Give your perception of the Group as a whole right now.

a. Good	1	[✓ 2]	3	4	5	6	7	Bad
b. Tense	1	2	3	4	5	[✓ 6]	7	Calm
c. Inactive	1	2	3	4	5	[✓ 6]	7	Active
d. Competent	1	2	3	[✓ 4]	5	6	7	Incompetent
e. Hindering	1	2	3	4	[✓ 5]	6	7	Helpful
f. Relaxed	1	[✓ 2]	3	4	5	6	7	Stressful
g. Negative	1	2	3	4	5	[✓ 6]	7	Positive
h. Fast	1	2	[✓ 3]	4	5	6	7	Slow
i. Cooperative	1	2	3	[✓ 4]	5	6	7	Competitive
j. Ineffective	1	2	3	[✓ 4]	5	6	7	Effective

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150 Nassau Street Rm. 1030
New York, N.Y. 10038

EVALUATION SHEET

NAME____________________

DATE March 31, 1968 TIME 1:35

I. Please give your feelings about yourself in this session.

NONE EXTREMELY

a. Satisfied 1 [✓ 2] 3 4 5 6 7
b. Left Out 1 [✓ 2] 3 4 5 6 7
c. Important 1 2 [✓ 3] 4 5 6 7
d. Enlightened 1 [✓ 2] 3 4 5 6 7
e. Influential 1 [✓ 2] 3 4 5 6 7
f. Involved 1 2 [✓ 3] 4 5 6 7
g. Frustrated 1 2 3 4 [✓ 5] 6 7
h. Confused 1 2 3 4 5 [✓ 6] 7

II Give your perception of the Group as a whole right now.

a. Good [✓ 1] 2 3 4 5 6 7 Bad
b. Tense 1 2 3 4 5 6 [✓ 7] Calm
c. Inactive 1 2 3 [✓ 4] 5 6 7 Active
d. Competent 1 2 3 [✓ 4] 5 6 7 Incompetent
e. Hindering 1 2 3 [✓ 4] 5 6 7 Helpful
f. Relaxed 1 2 3 4 [✓ 5] 6 7 Stressful
g. Negative 1 2 3 [✓ 4] 5 6 7 Positive
h. Fast 1 2 3 4 5 [✓ 6] 7 Slow
i. Cooperative 1 2 3 4 [✓ 5] 6 7 Competitive
j. Ineffective 1 2 [✓ 3] 4 5 6 7 Effective

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150 Nassau Street Rm. 1030
New York, N.Y. 10038

EVALUATION SHEET

NAME________________________________

DATE________________________________TIME______________

I. Please give your feelings about yourself in this session.

	NONE					EXTREMELY	
a. Satisfied	1	2	[✓ 3]	4	5	6	7
b. Left Out	[✓ 1]	2	3	4	5	6	7
c. Important	1	2	3	[✓ 4]	5	6	7
d. Enlightened	1	2	[✓ 3]	4	5	6	7
e. Influential	1	[✓ 2]	3	4	5	6	7
f. Involved	1	2	[✓ 3]	4	5	6	7
g. Frustrated	[✓ 1]	2	3	4	5	6	7
h. Confused	1	2	3	[✓ 4]	5	6	7

II Give your perception of the Group as a whole right now.

a. Good	1	2	3	[✓ 4]	5	6	7	Bad
b. Tense	1	2	3	[✓ 4]	5	6	7	Calm
c. Inactive	1	2	3	[✓ 4]	5	6	7	Active
d. Competent	1	2	3	[✓ 4]	5	6	7	Incompetent
e. Hindering	1	2	3	[✓ 4]	5	6	7	Helpful
f. Relaxed	1	2	3	[✓ 4]	5	6	7	Stressful
g. Negative	1	2	3	[✓ 4]	5	6	7	Positive
h. Fast	1	2	3	[✓ 4]	5	6	7	Slow
i. Cooperative	1	2	3	[✓ 4]	5	6	7	Competitive
j. Ineffective	1	2	3	[✓ 4]	5	6	7	Effective

S.E.D.F.R.E.
150 Nassau Street Rm. 1030
New York, N.Y. 10038

EVALUATION SHEET

NAME Virginia Dickerson

DATE 3-31-68 TIME 135

I. Please give your feelings about yourself in this session.

	NONE					EXTREMELY	
a. Satisfied	1	2	[✓ 3]	4	5	6	7
b. Left Out	1	2	3	4	5	6	7
c. Important	1	2	[✓ 3]	4	5	6	7
d. Enlightened	1	2	3	[✓ 4]	5	6	7
e. Influential	1	[✓ 2]	3	4	5	6	7
f. Involved	1	2	[✓ 3]	4	5	6	7
g. Frustrated	1	2	3	[✓ 4]	5	6	7
h. Confused	1	[✓ 2]	3	4	5	6	7

II Give your perception of the Group as a whole right now.

a. Good	1	2	3	4	5	[✓ 6]	7	Bad
b. Tense	1	2	3	4	[✓ 5]	6	7	Calm
c. Inactive	1	2	3	4	5	[✓ 6]	7	Active
d. Competent	1	2	3	4	[✓ 5]	6	7	Incompetent
e. Hindering	1	2	3	4	5	6	[✓ 7]	Helpful
f. Relaxed	1	2	3	[✓ 4]	5	6	7	Stressful
g. Negative	1	2	3	4	5	6	[✓ 7]	Positive
h. Fast	1	2	3	4	5	[✓ 6]	7	Slow
i. Cooperative	1	2	3	[✓ 4]	5	6	7	Competitive
j. Ineffective	1	2	3	4	5	6	[✓ 7]	Effective

S.E.D.F.R.E.
150 Nassau Street Rm. 1030
New York, N.Y. 10038

EVALUATION SHEET

NAME

DATE 3/31/68 TIME 1:40 P.M.

I. Please give your feelings about yourself in this session.

	NONE					EXTREMELY	
a. Satisfied	1	2	3	4	[✓ 5]	6	7
b. Left Out	[✓ 1]	2	3	4	5	6	7
c. Important	1	2	3	[✓ 4]	5	6	7
d. Enlightened	1	2	3	4	5	[✓ 6]	7
e. Influential	1	2	3	[✓ 4]	5	6	7
f. Involved	1	2	3	[✓ 4]	5	6	7
g. Frustrated	1	[✓ 2]	3	4	5	6	7
h. Confused	1	[✓ 2]	3	4	5	6	7

II Give your perception of the Group as a whole right now.

a. Good	[✓ 1]	2	3	4	5	6	7	Bad
b. Tense	1	2	3	4	5	6	[✓ 7]	Calm
c. Inactive	1	2	3	[✓ 4]	5	6	7	Active
d. Competent	1	2	3	[✓ 4]	5	6	7	Incompetent
e. Hindering	1	2	3	4	[✓ 5]	6	7	Helpful
f. Relaxed	[✓ 1]	2	3	4	5	6	7	Stressful
g. Negative	1	2	3	4	[✓ 5]	6	7	Positive
h. Fast	1	2	3	[✓ 4]	5	6	7	Slow
i. Cooperative	1	2	3	[✓ 4]	5	6	7	Competitive
j. Ineffective	1	2	3	4	[✓ 5]	6	7	Effective

S.E.D.F.R.E.
150 Nassau Street Rm. 1030
New York, N.Y. 10038

EVALUATION SHEET

NAME ____________________

DATE 3-31-68 ____________________ TIME ____________________

I. Please give your feelings about yourself in this session.

	NONE					EXTREMELY	
a. Satisfied	1	2	3	4	5	[✓ 6]	7
b. Left Out	[✓ 1]	2	3	4	5	6	7
c. Important	1	2	3	4	5	6	[✓ 7]
d. Enlightened	1	2	3	4	[✓ 5]	6	7
e. Influential	1	2	3	4	5	[✓ 6]	7
f. Involved	1	2	3	4	5	[✓ 6]	7
g. Frustrated	1	2	[✓ 3]	4	5	6	7
h. Confused	1	[✓ 2]	3	4	5	6	7

II Give your perception of the Group as a whole right now.

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b. Tense	1	2	3	4	[✓ 5]	6	7	Calm
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e. Influential	1	2	3	[✓ 4]	5	6	7
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g. Frustrated	[✓ 1]	2	3	4	5	6	7
h. Confused	[✓ 1]	2	3	4	5	6	7

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e. Influential	1	2	3	[✓ 4]	5	6	7
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S.E.D.F.R.E.
150 Nassau Street Rm. 1030
New York, N.Y. 10038

EVALUATION SHEET

NAME Richard E. Lerner

DATE 3/31/68 TIME 1:15 PM

I. Please give your feelings about yourself in this session.

	NONE				EXTREMELY		
a. Satisfied	1	2	3	4	[✓ 5]	6	7
b. Left Out	[✓ 1]	2	3	4	5	6	7
c. Important	1	2	[✓ 3]	4	5	6	7
d. Enlightened	1	2	3	4	[✓ 5]	6	7
e. Influential	1	2	[✓ 3]	4	5	6	7
f. Involved	1	2	3	4	5	[✓ 6]	7
g. Frustrated	1	2	3	[✓ 4]	5	6	7
h. Confused	[✓ 1]	2	3	4	5	6	7

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S.E.D.F.R.E.
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New York, N.Y. 10038

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c. Important	1	[✓ 2]	3	4	5	6	7
d. Enlightened	1	2	3	4	5	[✓ 6]	7
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g. Frustrated	[✓ 1]	2	3	4	5	6	7
h. Confused	[✓ 1]	2	3	4	5	6	7

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i. Cooperative	[✓ 1]	2	3	4	5	6	7	Competitive
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S.E.D.F.R.E.
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	NONE				EXTREMELY		
a. Satisfied	1	2	3	4	5	[✓ 6]	7
b. Left Out	[✓ 1]	2	3	4	5	6	7
c. Important	1	2	3	[✓ 4]	5	6	7
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S.E.D.F.R.E.
150 Nassau Street Rm. 1030
New York, N.Y. 10038

EVALUATION SHEET

NAME________________________

DATE 3/31 TIME 1:20 p.m.

I. Please give your feelings about yourself in this session.

	NONE				EXTREMELY		
a. Satisfied	1	2	3	4	[✓ 5]	6	7
b. Left Out	1	[✓ 2]	3	4	5	6	7
c. Important	1	2	[✓ 3]	4	5	6	7
d. Enlightened	1	2	3	4	5	[✓ 6]	7
e. Influential	1	2	[✓ 3]	4	5	6	7
f. Involved	1	2	3	4	5	[✓ 6]	7
g. Frustrated	1	2	3	4	[✓ 5]	6	7
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S.E.D.F.R.E.
150 Nassau Street Rm. 1030
New York, N.Y. 10038

EVALUATION SHEET

NAME________________

DATE 3/31/68 TIME 1 35

I. Please give your feelings about yourself in this session.

	NONE					EXTREMELY	
a. Satisfied	1	2	3	4	5	[✓ 6]	7
b. Left Out	[✓ 1]	2	3	4	5	6	7
c. Important	[✓ 1]	2	3	4	5	6	7
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MSS
546

SEDFRE

NEIGHBORHOOD ACTION INSTITUTE, GARY, INDIANA
BLACK AWARENESS QUIZZES AND BACKGROUND
AND GROUP LEADER MATERIAL

Box 24
Folder 4

State Historical Society of Wisconsin

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Neighborhood Action Institute of the
Scholarship, Education and Defense
Fund for Racial Equality
1700 Adams Street
Gary, Indiana 46407
(219) 885-4316

BLACK AWARENESS QUIZ # 1

1. Jet is a

   a. church hymal
   b. newspaper
   c. plane
   d. Black gossip magazine

2. Which word is out of place

   a. splib
   b. blood
   c. spook
   d. black
   e. gray

3. "Malcolm X's" slave name was

   a. Johnson
   b. Thomas
   c. Little
   d. Jackson
   e. Gordon

4. A common "Black" expression is

   a. gee whiz
   b. holy smokes
   c. man
   d. gosh
   e. holy cow

5. A "Handkerchief Head" is a

   a. cool cat
   b. porter
   c. preacher
   d. Uncle Tom
   e. umbrella

6. The "Four Corners" is a

   a. an intersection
   b. dance
   c. a square
   d. tool shed
   e. store front

7. A "hog" is a

   a. Cadillac
   b. adult pig
   c. Chevrolet
   d. big eater
   e. bus

8. A "crib" is a

   a. movie
   b. house
   c. baby's bed
   d. drugstore
   e. local merchant

9. "Wrinkle steaks" are

   a. greens
   b. ham hocks
   c. corn beef
   d. chitlings

10. A "down dude" is a

   a. fallen soldier
   b. alright guy
   c. an Easterner
   d. an attorney
   e. horseman

Neighborhood Action Institute of
the Scholarship, Education and Defense
Fund for Racial Equality
1700 Adams Street
Gary, Indiana 46407

BLACK AWARENESS QUIZ

#2

1. ____Rank means
   - a. a cat's position in a gang
   - b. embarrass
   - c. sour
   - d. police officer

2. ____If a cat has a sharkskin, he is
   - a. carrying a knife
   - b. recovering from a hangover
   - c. wearing a suit
   - d. carrying a big bankroll

3. ____Playing the dozens refers to
   - a. insulting someone's mother
   - b. a ball game played in the streets
   - c. turning someone in to the cops
   - d. copping something from a store

4. ____Honky is a name for
   - a. an old person
   - b. a white person
   - c. a sloppy person
   - d. a crooked person

5. ____If someone has a new crib, he's
   - a. brought a bed
   - b. changed jobs
   - c. moved to a new place
   - d. changed his name

6. ____A fox is a
   - a. sly person
   - b. good-looking woman
   - c. someone who never gets caught
   - d. conniving woman

7. ____A scab is
   - a. an ugly woman or girl
   - b. someone who crosses a picket line
   - c. a bad wound
   - d. someone who won't work

8. ____A snorter is a person who
   - a. is always messin in other folks business
   - b. uses heroin
   - c. uses cocaine
   - d. is always ripping and runni

9. ____The opposite of square is
   - a. up
   - b. down
   - c. hip
   - d. slick

10. ____When an innocent man is bus: he is sent to jail on
    - a. humbug
    - b. a free case
    - c. a trump-up
    - d. none of these

11. ____Square Business means
    - a. for real
    - b. down to business
    - c. down with it
    - d. out of it

12. ____When a man goes to work, he goes to his
    - a. job
    - b. slave
    - c. gig
    - d. place of employment

13. ____Jazz pianist Ahmad Jamal wa: known by what he calls his "slave name before he became famous. That name w
    - a. Lee Jackson
    - b. LeRoi Jones
    - c. Fritz Jones
    - d. Andy Johnson

BLACK AWARENESS QUIZ con't

14. ____Jet is

a. An East Oakland motorcycle club
b. one of the gangs in West Side Story
c. News and gossip magazine
d. way of life for the swinging young rich set

15. ____Tell it

a. as it is, baby
b. how it is, baby
c. like it is, baby
d. the way it is baby

16. ____If you're bad, you're

a. mean
b. skinny
c. smart
d. good

17. ____A pig refers to

a. a white girl dating a black guy
b. someone who eats lots
c. a slovenly appearance
d. a honky cop

18. Put this into square language:

"I'm going downtown to talk to The Man about this gig so I can see about getting me a Deuce and a Quarter."

"____
____
____
____."

Neighborhood Action Institute of
the Scholarship, Education and Defense
Fund for Racial Equality
1700 Adams Street
Gary, Indiana 46407

BLACK AWARENESS QUIZ # 3

1. To "rap" means to
   - a. to strike
   - b. to criticize
   - c. to talk
   - d. none of the above

2. The inventor of the first mechanical traffic light was
   - a. Edison
   - b. Dickens
   - c. Carver
   - d. Morgan
   - e. none of the above

3. A "down dude" is
   - a. an Easterner
   - b. a fallen soldier
   - c. an apple
   - d. none of the above

4. The first American professional golfer was
   - a. Bobby Jones
   - b. Walter Haigan
   - c. Arnold Palmer
   - d. John Shippen
   - e. none of the above

5. The expression to have "your nose open" means
   - a. to be in love
   - b. to have plastic surgery
   - c. to have a cold
   - d. none of the above

6. The first blood bank was established by
   - a. Dr. Albert Sweitzer
   - b. Dr. Charles Drew
   - c. Dr. Jonas Salk
   - d. Dr. Christian Barnhard
   - e. none of the above

7. A Jet is a
   - a. faucet
   - b. airplane
   - c. gossip magazine
   - d. none of the above

8. The first man to set foot on the North Pole was
   - a. Adm. Perry
   - b. Hillary
   - c. Henson
   - d. Commander White
   - e. none of the above

Neighborhood Action Institute
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Gary, Indiana 46407
(219) 885-4316

Attitude Exploration # 1

WHICH IS YOUR BOX?

People are people	Black is beautiful
All niggers steal	All whites are devils
Green Power!	Black Power!
Education is the answer	Afro-American
Black-American	Negro

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Attitude Exploration # 2

WHICH IS YOUR BOX?

Liberty and Justice for all	In God, we trust
People are people	Law and Order
God created all men equal	Education is the answer
We shall overcome	Peace on Earth Goodwill toward men
There are jobs for anyone who wants to work	Black and White together

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GARY, INDIANA 46407
(219) 885-4316

ATTITUDE EXPLORATION # 2 - A

WHICH IS YOUR BOX?

Liberty and Justice for all	In God, we trust
Black people are hurting their own cause	Law and Order
God created all men equal	Education is the answer
We shall overcome	Peace on Earth Goodwill toward men
There are jobs for anyone who wants to work	Black and White together

INSTRUCTIONS: In the spaces below, enter the items in what you consider to be the order of importance to you. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 10, the least important.

_____Feeling "in" on things

_____Full appreciation of work done

_____Good Wages

_____Interesting work

_____Job security

_____Personal loyalty to workers

_____Promotion and growth in company

_____Sympathetic help on personal problems

_____Tactful disciplining

HANK
E
10.31.68

LEADERSHIP DEVELOPMENT LABORATORY

TITLE: Group Building and Human Relations

SPONSORED BY: Southern Co-op Development Program

PARTICIPANTS: Board of Directors
Green - Hale Sewing Association

PLACE: Hale Company Community Center
Eutaw, Alabama

DATE: October 26, 1968

TRAINERS: Edward L. Cole - Consultant - SEDFRE
~~Frederick Prejean~~ - Central Staff - SCDP
Myrtle Glascoe

PREPARED BY: Edward L. Cole, Staff Associate
Scholorship, Education and Defense
Fund for Racial Equality
164 Madison Avenue
New York, New York 10016
(212) 532-8216

C100-10-23-68

OBJECTIVES:

1. Clear out intra group conflict
2. Help board members understand themselves, how they relate to other board members, and staff, and understand other board members.

Saturday - P.M.

7:00 - 7:15	Registration
7:15 - 7:45	Statement of purpose and guidelines for encounters trainers will focus the group to deal with themselves by stating the guidelines for encounters .- each participant will be asked to state his purpose for coming — Ed Cole ~~Fred Prejean~~ Myrtle Glascoe
7:45 - 9:00	Programmed Learning - Focuses attention on total group interaction among participants to promote a better group working relationship.
- 12:00	Group building - Encounter Groups Participants will participate in encounters and build trust. Group #1 ~~Fred Prejean~~ Myrtle - #2 Ed Cole
12:00 - 12:30	Totat community - process analysis trainers and participants will analyze their group building progress - focusing on participants roles -- Ed Cole and ~~Fred Prejean~~ Myrtle Glascoe

Coffee and Cookies will be served

Sunday - A. M.

12:30 - 12:35	FREE TIME
12:35 - 4:00	Encounter Groups Participants will re-divide and continue getting to understand themselves Group #1 Ed Cole Group #2 ~~Fred Prejean~~ Myrtle Glascoe

4:00 - 4:10	FREE TIME
4:10 - 5:00	Total Group Group will work together to test team work - and trust.
5:00 - 7:00	Game of Life - ~~Fred Prejean~~ Myrtle Glascoe An exercise to focus on groups working ability - and team trust.
7:00 - 8:00	Stop Analysis and Evaluation Group will evaluate the session - and plan follow-up - fill out evaluation forms.
8:00 - 8:30	Wrap - up Ed Cole ~~Fred Prejean~~ Myrtle Glascoe
SEDFRE	Trust Circle Participants will participate in Physical trust exercises

STRATEGY ALTERNATIVES

1. State the problem.

2. What have you tried to do about it?
   List as many things you have tried to do as you can.

   What happened?

3. Is there anything that you have not done?

4. What would you like to do about the problem?
   List as many things as possible.

   What might happen?

5. Is there a way in which your ______________ could solve the problem?

6. Choose the most promising solution and describe in detail what you would do.

5/8/68

GUIDELINES FOR PROBLEM IDENTIFICATION, ANALYSIS AND STRATEGY PLANNING

Scholarship, Education and Defense Fund for Racial Equality, Inc.
164 Madison Avenue, New York, New York 10016

PROBLEM IDENTIFICATION

1. What problems confront your ________________________?

2. How do I feel about the problems?

3. What are the major problems?

4. What are the minor problems?

5. What is the most important problem to me?

6. What is the most important problem to the group?

PROBLEM ANALYSIS

1. State the problem.

2. How do you know there is a problem?

    -- Who does what?

    -- What seems to happen?

    -- Who is affected by the problem and how?

    -- Summarize the consequences of the problem.

3. Where do you fit into the problem?

    -- How are you involved?

    -- Who are the enemies?

    -- Who are your supporters?

C9 UC 8/10/66

PROBLEM ANALYSIS PROGRAM

1. How the Problem Analysis Program (P.A.P.) works

Scientific research and practical experience have shown that people who successfully resolve personal problems typically go through certain general stages of thinking. At each stage they acquire a new, more useful way of looking at their problem, which leads them to a better understanding of it and helps to uncover new approaches to resolving it. (Involving changes in their awareness, feelings, and behavior.)

Adapted with permission, from
a copyrighted program by Saul
Eisen, 1966. The program is
based largely on the work of
Carl Rogers.

2. This, then, is a systematic procedure for using your own feeling and thinking resources to understand and resolve a problem you now have with another person, group, or organization. (The more important the problem is to you, the more meaningful will be the learning you get from this procedure. Your following this procedure is probably indicative of a real decision by you to tackle the problem. The chances of arriving at a meaningful and lasting solution depend on your making this kind of decision now.

C11
UC - 8/10/66

How you can use this program

The P.A.P. presents you with a series of questions about the way you think about your problem. As you answer these questions you will be following the thinking process which results in a better way of looking at your problem. You will be going throught the stages of effective problem solving.

4. In the following pages, you will be asked to write down a simple statement of the problem. This first statement will probably not be very clear or concise. In fact, part of the difficulty in solving a problem is frequently that it is hard to pin down just what the problem is. This program will help you to state your problem more clearly.

C10
UC - 8/10/66

5. Take some time now to write down this first statement of the problem as it looks to you now. You need not worry about coherence, style, or clarity. Try instead to write "off the top of your head."

As I see the problem, it is essentially that . . .

6. Now that you've written down how the problem looks at this point, it would be useful to see what stage of problem solving this statement represents.

If you speak about the problem as something which is bad in general, but has no bearing on you personally, you're thinking in Stage #1. If you do talk about how it bears on you, you're thinking in Stage #2.

EXAMPLE

Stage #1	STAGE 2
My boss loses his temper too easily.	MY BOSS GETS ANGRY AT ME too EASILY

7. Looking at the words you have actually written on page 5, determine whether your statement is Stage #1 of Stage #2.

For the most part, my statement is now in State #___

If it is in Stage #1, turn to the next page.

If it is in Stage #2, scan the next page, answer if you wish, and then go on to page 9.

8. If your statement was in Stage #1, it did not describe the problem as your problem. You can progress to Stage #2 by restating the problem in terms of how you are invivled in it. You can probably do this by answering the question, "How is this problem to me?" or "How am I concerned with it?"

If I were to restate the problem, this time emphasizing how it is of concern to me, I would say that . . . .

9. Now look again at the problem as you describe it now. If you talk about how it is of concern to you, but *not* about how you *feel* and *react* in the problem situation, you're thinking in Stage #2. But if you *also* talk about your feelings and reactions, you're thinking in Stage #3.

EXAMPLE

Stage #2	Stage #3
My boss gets angry at me too easily.	My boss gets angry at me too easily. This usually *gets me rattled* so I can't work well, and *gets me annoyed* at him for having such a short fuse.

10. For the most part, my statement is now in Stage #____

If it is in Stage #2, turn to the next frame. If it is in State #3, scan the next page, answer it if you wish, and then go on to page 12.

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UC - 8/10/66

11. You can progress to Stage #3 by writing about your problem again, this time emphasizing how you feel and react in the problem situation.

Focusing now on my feelings and reactions, I would say that. . .

12. Stage #4, which is one of the key stages in the understanding and resolution of a problem, is the recognition by the individual of his "contribution: - - the ways in which his own behavior adds to the problem situation. If your statement includes recognition of how you help create or continue your problem, then you are at Stage #4.

EXAMPLE

Stage #3	Stage #4
My boss gets angry at me too easily. This usually gets me rattled so I can't work well, and gets me annoyed at him for having such a short fuse.	My boss gets angry at me too easily. This usually gets me rattled so I can't work well and gets me annoyed at him for having such a short fuse. My feelings about his anger keep me on edge so that I am more likely to make the mistakes that get him angry. Also, he doesn't know the effect his anger has on me because I've never really told him.

13. Looking at your statement of the problem up to now, ask yourself whether you have explored sufficiently your own contribution to the problem in terms of the things you do (or neglect to do) which might be adding to the problem. If you've already done this, scan page 14, answer it if you wish, and then go on to page 15.

14. Stage #4 The problem as I see it now, including recognition of what I am doing or neglecting to do, is as follows:

C16
UC - 8/10/66

If When you have gone through Stages 1 to 4 in your thinking about your problem, you may find that you now have a clearer, more useful way of looking at it. You may also find that some of your feelings about the situation have changed or are beginning to change. This could mean that negative, uncomfortable feelings become less intense or less upsetting.)

Think for a few minutes about changes in your awareness and feelings about your situation which taken place or might take place. Turn to the next page and write about these changes, if any.

16. As a result of this analytical process, the following changes in my awareness and in my feelings have taken (or are taking) place:

C18
UC - 8/10/66

17. Another result of going through Stages #1 to #4 is that you may begin to see specific changes in your behavior which might be appropriate. (This could well mean doing something which you've never tried before.) Think for a few minutes about *specific* changes in *your behavior* which might be appropriate for your problem. Then turn to the next page and write about these changes, if any.

C19
UC - 8/10/66

19. At this point, you need an opportunity to try out the changes in behavior which you have described on page 17. In preparation for this, review and picture in your imagination the changes in your behavior which you have decided upon. Now think about how willing you are to actually try out these changes. (How would you rate your willingness to change on a scale of 1 through 9, with 9 being "very willing"?)

Remember that the solution to your problem depends, at least in part, upon your behavior, your feelings, your attitudes, and your willingnss to change.

20. This concludes this problem-solving cycle. If the problem situation does not seem completely resolved. (or if you are now facing other, similar problems), you may go through the problem-solving cycle again in an attempt to more fully describe your problem and your alternatives.

Note: You may be facing now a different kind of problem; for example, you may be striving to overcome barriers to accomplishing things you or your organization want to accomplish. If so, this problem-solving cycle can also be used effectively by you to gain a better way of looking at what you want to accomplish and the barriers to your doing so. This P.A.P. can be used for any problem or challenge of concern to you that you can relate to yourself.

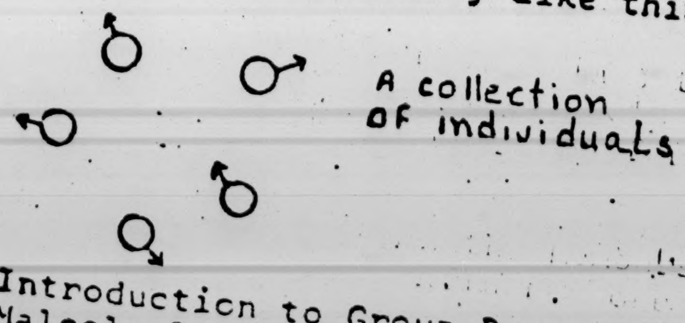
GROUP DYNAMICS

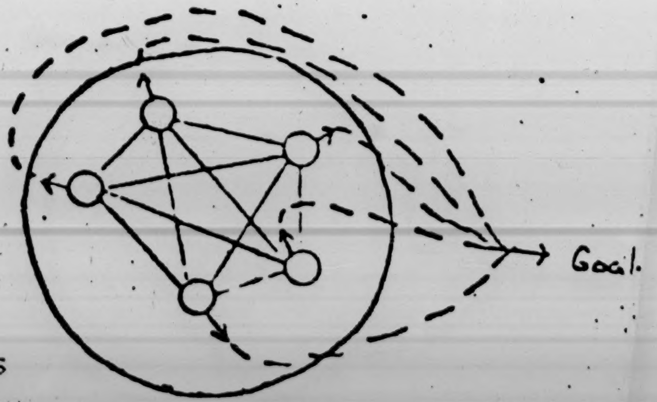
WHAT IS A GROUP?

The writers in the field of group dynamics do not agree completely on what distinguishes those collections of individuals that are groups from those that are not. But most of their disagreements are in emphasis and terminology. In general, they agree that a collection of people is a group when it possesses these qualities:

1. A definable membership-a collection of two or more people identifiable by name or type.
2. Group consciousness-the members think of themselves as a group, have a "collective perception of unity," a conscious identification with each other.
3. A sense of shared purpose-the members have the same "object model" or goals or ideals.
4. Interdependence in satisfaction of needs-the members need the help of one another to accomplish the purposes for which they joined the group.
5. Interaction-the members communicate with one another, influence one another, react to one another.
6. Ability to act in a unitary manner-the group can behave as a single organism.

The essential differences between a collection of individuals that is a group and one that is not, might be portrayed graphically like this:





Introduction to Group Dynamics
Malcolm S. Knowles and Hulda F. Knowles
Pages 39-40

GROUP DYNAMICS

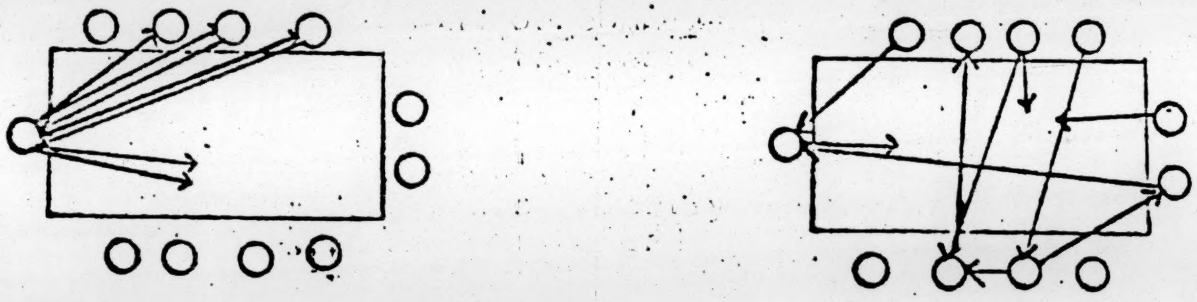
Some questions you may ask about a group to understand its participation pattern are these:

How much of the talking is done by the leader, how much by the other members?

To whom are questions or comments usually addressed-the group as a whole, the leader, or particular members?

Do the members who don't talk much seem to be interested and listening alertly (nonverbal participation), or are they bored and apathetic?

It is very easy, and often useful to a group, to chart the participation pattern during periodic segments of time, thus providing objective data about this aspect of its dynamics, like this:



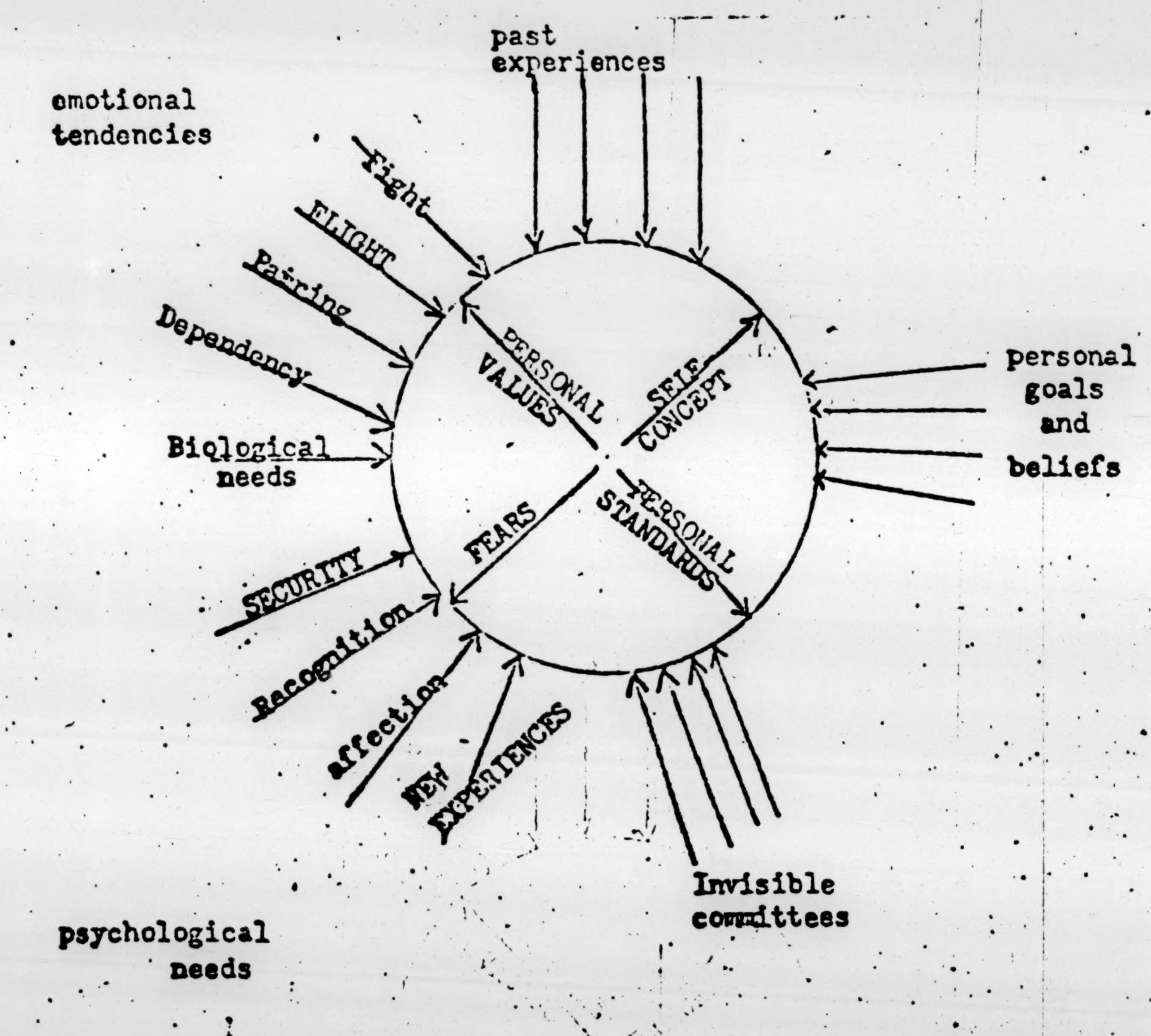
PARTICIPATION PATTERN

FROM 8: P.M. to 8:20 PM FROM 9: PM TO 8:30.P

Introduction to Group Dynamics
Malcolm S. Knowles and Hulda F. Knowles
Pages 43-44
Association Press

GROUP DYNAMICS

The types of forces at work on an individual as he enters a group. . . might be pictured . . . like this:


past experiences
emotional tendencies
Fight
FLIGHT
Pairing
Dependency
Biological needs
SECURITY
Recognition
affection
NEW EXPERIENCES
PERSONAL VALUES
SELF CONCEPT
FEARS
PERSONAL STANDARDS
personal goals and beliefs
Invisible committees
psychological needs

Introduction to Group Dynamics
Malcolm S. Knowles and Hulda F. Knowles
Pages 37-38
Association Press

GROUP DYNAMICS

Often in groups one can observe behavior that does not seem to fit any of these categories. This is likely to be self-centered behavior, sometimes referred to in the literature as a "nonfunctional role." This is behavior that does not contribute to the group, but only satisfies personal needs. Examples of this category are as follows:

Blocking - interfering with the progress of the group by going off on a tangent, citing personal experiences unrelated to the group's problem, arguing too much on a point the rest of the group has resolved, rejecting ideas without consideration, preventing a vote.

Aggression - criticising or blaming others, showing hostility toward the group or some individual without relation to what has happened in the group, attacking the motives of others, deflating the ego or status of others.

Seeking recognition - attempting to call attention to one's self by excessive talking, extreme ideas, boasting, boisterousness.

Special pleading - introducing or supporting ideas related to one's own pet concerns or philosophies beyond reason, attempting to speak for "the grass roots," "the housewife," "the common man," and so on.

Withdrawing - acting indifferent or passive, resorting to excessive formality, doodling, whispering to others.

Dominating - trying to assert authority in maniplating the group or certain members of it by "pulling rank," giving directions authoritatively, interrupting contributions of others.

Introduction to Group Dynamics
Malcolm S. Knowles and Hulda F. Knowles
Pages 54-55
Association Press

GROUP DYNAMICS

We list below some of the principles that have been most helpful to us in understanding group behavior:

1. A group tends to be attractive to an individual and to command his loyalty to the extent that:
    a. It satisfies his needs and helps him achieve goals that are compelling to him.
    b. It provides him with a feeling of acceptance and security.
    c. Its membership is congenial to him.
    d. It is highly valued by outsiders.
2. Each person tends to feel committed to a decision or goal to the extent that he has participated in determining it.
3. A group is an effective instrument for change and growth in individuals to the extent that:
    a. Those who are to be changed and those who are to exert influence for change have a strong sense of belonging to the same group.
    b. The attraction of the group is greater than the discomfort of the change.
    c. The members of the group share the perception that change is needed.
    d. Information relating to the need for change, plans for change, and consequences of change is shared by all relevant people.
    e. The group provides an opportunity for the individual to practice changed behavior without threat or punishment.
    f. The individual is provided a means for measuring progress toward the change goals.
4. Every force tends to induce an equal and opposite counterforce. (Thus, the preferred strategy for change, other things being equal, is the weakening of forces resisting change rather than the addition of new positive forces toward change.

[redacted]
For instance, if a group in a factory is resisting a new work procedure, it may be because they don't understand how it will work, in which case a demonstration or trial experience will be superior to exhortation or pressure.)

5. Every group is able to improve its ability to operate as a group to the extent that it consciously examines its processes and their consequences and experiments with improved processes. (In the literature this is referred to as the "feedback mechanism," a concept similar to that used in guided missiles, which correct any deviations from their course while in flight on the basis of data collected by sensitive instruments and fed back into their control mechanism.)

6. The better an individual understands the forces influencing his own behavior and that of a group, the better he will be able to contribute constructively to the group and at the same time to preserve his own integrity against subtle pressures toward conformity and alienation.

7. The strength of pressure to conform is determined by the following factors:

   a. The strength of the attraction a group has for the individual.

   b. The importance to the individual of the issue on which conformity is being requested.

   c. The degree of unanimity of the group toward requiring conformity.

8. The determinants of group effectiveness include:

   a. The extent to which a clear goal is present.

   b. The degree to which the group goal mobilizes energies of group members behind group activities.

   c. The degree to which there is agreement or conflict among members concerning which one of several possible goals should control the activities of the group.

d. The degree to which there is agreement or conflict among the members concerning means that the group should use to reach its goals.

e. The degree to which the activities of different members are co-ordinated in a manner required by the group's tasks.

f. The availability to the group of needed resources, whether they be economic, material, legal, intellectural, or other.

g. The degree to which the group is organized appropriately for its task.

h. The degree to which the processes it uses are appropriate to its task and stage of development.

Introduction to Group Dynamics
Malcolm S. Knowles and Hulda F. Knowles
Pages 59-62
Association Press

GROUP DYNAMICS

Some group-building functions are these:

Encouraging - being friendly, warm, responsive, to others, praising others and their ideas, agreeing with and accepting the contributions of others.

Mediating - harmonizing, conciliating differences in points of view, making compromises.

Gate keeping - training to make it possible for another member to make a contribution by saying, "We haven't heard from Jim yet," or suggesting limited talking-time for everyone so that all will have a chance to be heard.

Standard setting - expressing standards for the group to use in choosing its subject matter or procedures, rules of conduct, ethical values.

Following - going along with the group, somewhat passively accepting the ideas of others, serving as an audience during group discussion, being a good listener.

Relieving tension - draining off negative feeling by jesting or throwing oil on troubled waters, diverting attention from unpleasant to pleasant matters.

And the Following are some task functions:

Initiating - suggesting new ideas or a changed way of looking at the group problem or goal, proposing new activities.

Information seeking - asking for relevant facts or authoritative information.

Information giving - providing relevant facts or authoritative information or relating personal experience pertinently to the group task.

Opinion giving - stating a pertinent belief or opinion about something the group is considering.

Clarifying - probing for meaning and understanding, restating something the group is considering.

Elaborating - building on a previous comment, enlarging on it, giving examples.

Co-ordinating - showing or clarifying the relationships among various ideas, trying to pull ideas and suggestions together.

Orienting - defining the progress of the discussion in terms of the group's goals, raising questions about the direction the discussion is taking.

Testing - checking with the group to see if it is ready to make a decision or to take some action.

Summarizing - reviewing the content of past discussion.

Introduction to Group Dynamics
Malcolm S. Knowles and Hulda F. Knowles
Pages 52-54
Association Press

THE FOLLOWING PAGES ARE THE BEST

AVAILABLE.

GROUP DYNAMICS

We list below some of the principles that have been most helpful to us in understanding group behavior:

1. A group tends to be attractive to an individual and to command his loyalty to the extent that:
   a. It satisfies his needs and helps him achieve goals that are compelling to him.
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   c. Its membership is congenial to him.
   d. It is highly valued by outsiders.
2. Each person tends to feel committed to a decision or goal to the extent that he has participated in determining it.
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   c. The members of the group share the perception that change is needed.
   d. Information relating to the need for change, plans for change, and consequences of change is shared by all relevant people.
   e. The group provides an opportunity for the individual to practice changed behavior without threat of punishment.
   f. The individual is provided a means for measuring progress toward the change goals.
4. Every force tends to induce an equal and opposite counterforce. (Thus, the preferred strategy for change, other things being equal, is the weakening of forces resisting change rather than the

FEB 1968

HUMAN RELATIONS I. Q.

A FEW years ago, a group of psychologists, whose objective was to measure employee attitudes toward various on-the-job morale factors, visited twenty four businesses and industrial plants in various parts of the United States.

Each employee who was interviewed was handed a list of ten items and was asked to arrange them in what he/she considered their order of importance. Executives were given the same list and invited to predict how their subordinates would answer.

You can take the same test here and then compare your answers with those given by the above mentioned groups. Although there are no "correct" answers, how you reply will tell you quite a bit about yourself: how much sympathy you have for the aspirations of others; your grasp of what makes people tick; your opinion of your fellow man; in short, your human relations I.Q.

In the spaces below, enter the items in what you consider to be the descending order of importance to the *employees.*

Feeling "in" on things
1 Full appreciation of work done
Good wages
5 Good working conditions
3 Interesting work
4 Job security
2 Personal loyalty to workers
Promotion and growth in company
Sympathetic help on personal problems
Tactful disciplining

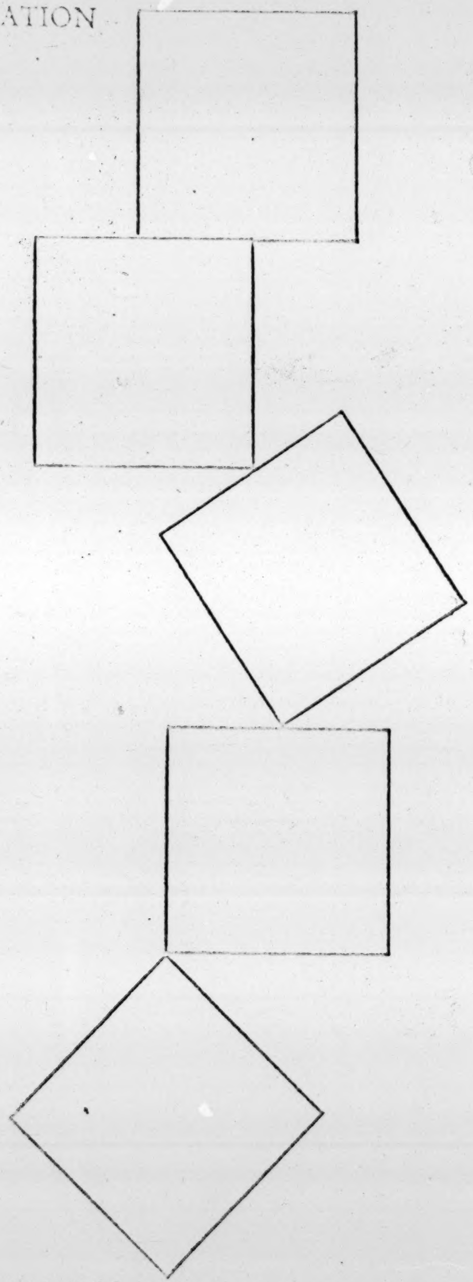
1) ____________________
2) ____________________
3) ____________________
4) ____________________
5) ____________________
6) ____________________
7) ____________________
8) ____________________
9) ____________________
10) ____________________

Now, compare your listing with these two:

This is the way the executives assumed their employees would answer	This is the way the employees actually answered
1) Good wages	1) Full appreciation of work done
2) Job security	2) Feeling "in" on things
3) Promotion and growth in company	3) Sympathetic help on personal problems
4) Good working conditions	4) Job security
5) Interesting work	5) Good wages
6) Personal loyalty to workers	6) Interesting work
7) Tactful disciplining	7) Promotion and growth in company
8) Full appreciation of work done	8) Personal loyalty to workers
9) Sympathetic help on personal problems	9) Good working conditions
10) Feeling "in" on things	10) Tactful disciplining

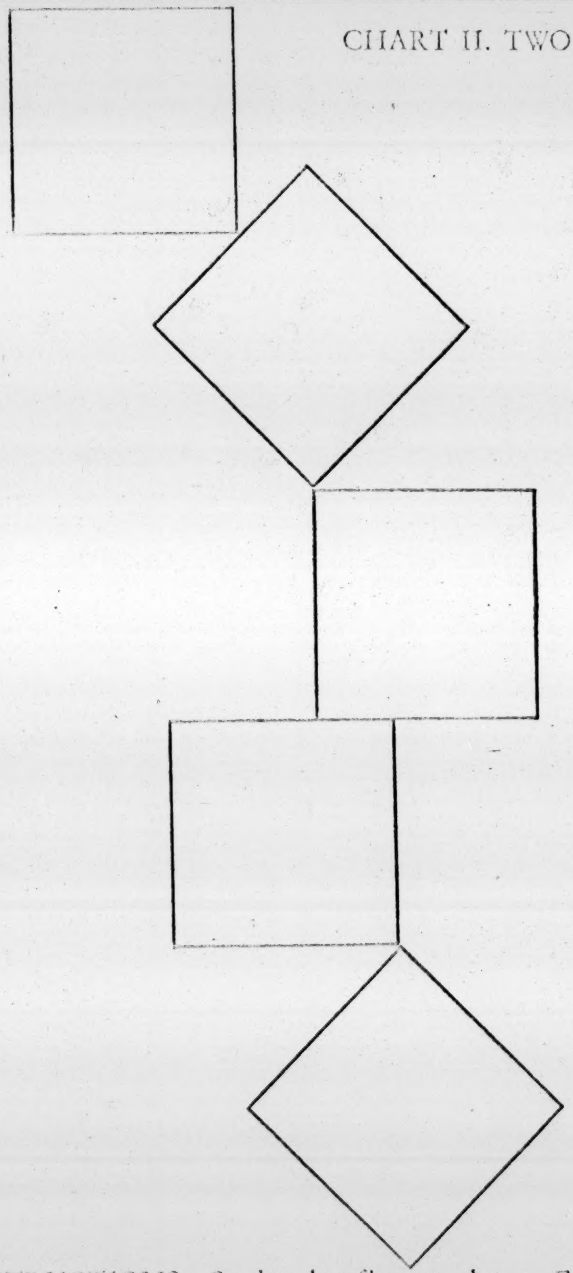
Did your list approximate the one drawn up by the workers, or the one by the executives? Did you assume that workers respond most favorably to material rewards, or did you correctly predict their preference for "psychic income?" Did you list "good wages" either first or second, or do you realize instinctively that to many a worker, money is only of "middle interest?" Realization of what counts with the people under your supervision will result in increased cooperation and all-around better performance.

CHART I. ONE-WAY COMMUNICATION



INSTRUCTIONS: Study the figures above. With your back to the group, you are to instruct the members of the group how to draw them. Begin with the top square and describe each in succession, taking particular note of the relationship of each to the preceding one. No questions are allowed.

CHART II. TWO-WAY COMMUNICATION



INSTRUCTIONS: Study the figures above. Facing the group, you are to instruct the members how to draw them. Begin with the top square and describe each in succession, taking particular note of the relation of each to the preceding one. Answer all questions from participants and repeat if necessary.

	KNOWN TO SELF	NOT KNOWN TO SELF
KNOWN TO OTHERS	CLEAR 1	ONE-WAY LOOKING IN 3
NOT KNOWN TO OTHERS	ONE-WAY LOOKING OUT 2	OPAQUE 4

JOHARI WINDOW

ATTACH. # 3

DIMENSION OF STEREOTYPING

"

"Lemon Exercise"

Objectives:

1. To promote a clearer outlook and insight on stereotyping.

2. To sharpen the sense of sight and touch.

Materials and Setting:
1. One (1) lemon per participant
2. Movable chairs, pillows, and/or rug(s)
3. One (1) large brown paper bag.

Participants should break into sub-groups of not more than five (5). Each member of the sub-group will take one lemon from the large brown paper bag.

Method of Development

The trainer begins by asking the participants not to mark or remove anything from their lemon.

I-A The trainer will ask the participants to take five minutes to get to know their lemon by using sight and touch methods, whichever they feel most comfortable with. The lemons of the sub-group are then placed in one pile on the floor and with all the lemons remaining in the pile each member will take turns finding his lemon.
(Note: All lemons of the sub-group must remain in the pile during the finding process).

I-B Discussion:
General discussion is encouraged by the trainer who uses the objective of the lesson as a guide. Participants should be encouraged to discuss what the meanings of the exercise has for them and the implications of the experience for their work or living environ.

II. The Trainer will ask the sub-group to reform. Participants are again asked not to mark or remome naything from their lemon.

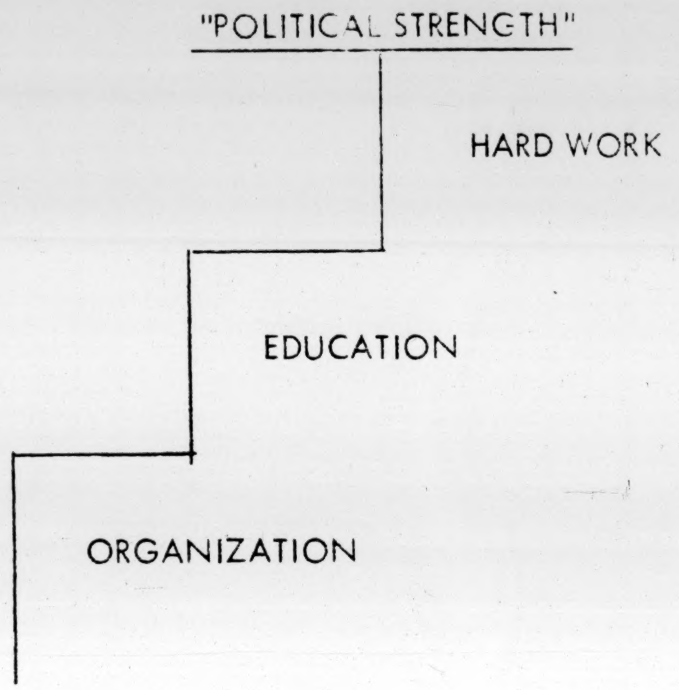
II-A The trainer will ask the participants to take five minutes to get to know their lemon without the use of sight. Participants should feel free to close their eyes, turn their heads or do anything that will not allow them to use their sight on the lemon, as long as they feel comfortable with their method. After the five minutes has elapsed the trainer will ask the sub-group to again place the lemons on the floor, and again find their lemon, but without the use of sight.
(Note:) all lemons of the sub-group must remain in the pile during the finding process).

II-B Discussion:
General discussion is again encouraged by the trainer, who again may use the objectives of the lesson as a guide. Participants should be encouraged to discuss what the meanings of the exercise has for them and the implications of the experience for their work or living environ.

Developed by: Bob Jackson
Neighborhood Action
Institute
1700 Adams Street
Gary, Indiana 46407

POLITICAL STRENGTH

I. Formula for Political Strength



II. "Why is Political Strength important?"

To obtain just due from local welfare officials.
Make non-member recipients aware of their rights.
Influence welfare legislation at local, state and national level.

III. "How to get it."

Local A.F.D.C. Organization is heart of overall thrust.
Community made aware.
New members are recruited.
A.F.D.C. members help each other with common goals.

"Every member has a right to her say."

When this happens, all members participate in making decisions, the organization is strong and the members are more willing to stick with the group.

1. LOCAL

Talk with those A.F.D.C. Mothers who are non-members and

a. Tell them of the importance in belonging to the organization

   (1) Don't argue
   (2) Don't get angry

b. Listen to their opinions
c. Listen to their fears
d. Listen to their concerns

"Remember the issues that arouse people are the issues that affect them."

People may want to talk of small issues first, then on to big ones.

Meetings should be placed to help members as well as plan organization strategies and conduct business.

Officers should know state welfare regulations.

Be aware of how local program is administered.

2. Know your Community.

Who is on welfare
Who is working
What federal programs are there and their functions.
Attend meetings of City Councils, community groups, etc.
Know who owns businesses and who is willing to assit the A.F.D.C. Organization with funds, etc.

"As you get familiar with the community, the community gets familiar with you."

3. State Wide

Get to know officers and members of various state wide groups throught conferences, written correspondance, etc.
Hold regular regional conferences
Send other organization reports of your resolutions and actions
Attempt to co-ordinate state-wide efforts
Regular meeting of Chairmen of state-wide organization

REMEMBER !!!!

O + E + H = P.S.

1. LOCAL

Talk with those A.F.D.C. Mothers who are non-members and

a. Tell them of the importance in belonging to the organization

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Regular meeting of Chairmen of state-wide organization

REMEMBER !!!!

O + E + H = P.S.

WHAT DO YOU DO OR FEEL

1. When people in a meeting don't say anything, I ______________________________

____

2. When nobody come to a meeting, I ____

____

3. When I am not accepted, I ____

____

4. When I get angry, I ____

____

5. When middle class people don't take part, I _________________________________

____

6. When I forget someone's name, I ____

____

7. When the group decides to take an action I feel is wrong, I ___________________

____

8. When people in the community group talk to me about other people in the group, behin
their backs, I ____

____

9. When someone uses a word I don't understand, I ____________________________

____

10. When I am forced to speak on a subject I have not given any thought, I __________

____

Which of the following are the most important things to you in being a Christian??

INSTRUCTIONS: In the spaced below, enter the items in what you consider to be the order of importance to you. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 10, the least important.

________Reading the Bible

________Not going out on dates

________Going to church

________Not wearing mini-skirts

________Singing hymns

________Not going to dances

________Singing in the church choir

________Having chicken dinner with the Reverand

________Not wearing make-up

________Remembering God with prayers

TITLE: COMMUNITY ORGANIZATION EXPERIENCE

OBJECTIVES:

To provide a mechanism for learning some C.O. theory

To provide participants with a laboratory experience that closely reproduces actual attempts at organizing
a) presents obserable data for analyzing
b) allows opportunities for putting theory into practice

METHODS: Task orientation, role play, process analysis and feedback

PREREQUISITES:

This exercise was successfully used on one occasion and should be used with a group with previous training in:

1) Communications techniques
2) Group building/cohesion
3) A minimal amount of C.O. theory and background
4) *a. Community analysis and citizen involvement
   b. Leadership - Definitions and styles

-----additionally this exercise should be modified to accomodate the peculiarity of the group, locale etc.

LABORATORY EXERCISE

PHASE I

TIME: 30 minutes

TASK

A. The total community will select two (2) potential organizers and teach them the contents of Preston Wilcox' Selected Principles of Block Organizing.

B. The participants in a group discussion will evaluate how well they have accomplished the task.

----Trainer process analysis and feedback

Trainer's note: If the task is not successfully accomplished a suitable method for doing so should grow out the discussion.
Example: Assign sections of Preston's paper to sub-groups add have each teach it's section.

PHASE II

TIME: 45 minutes - 1 hour

ROLE PLAY

PARTICIPANTS

Two (2) organizers

One (1) Observer-volunteer

(The following roles should be assigned according to the number of participants and other influencing factors.)

---

(1) A PREACHER / ALSO A FATHER

(2 of the three are churchmembers) (3) A WELFARE MOTHER/ also A CHURCH MEMBER

(1) A SMALL BUSINESS MAN/ also PLAYS POOL

(1) A WINO/ related to the NON-CHURCH GOING WELFARE MOTHER/ also PLAYS POOL

(1) HOUSEWIFE/ also A MOTHER

(1) POVERTY AGENCY WORKER

(1) A MAN/ also PLAYS POOL / is A FATHER

(1) A WOMAN/ role undefined

*****--------------------------------------******

OTHER-POSSIBILITIES

Militant, policeman, politician, farmer, etc.

No jailer?

TRAINER'S NOTE: The roles are designed so that definite "linkages/" appear which provide a basis for issues. (Some of the links are children, welfare, pool playing, the church.)

Possible issues for organizers to move around are education, Welfare Rights, Daycare needs, recreation.

------Issues and/or linkages should be found only through organizers' research.

------After roles are assigned to participants they should be free to relate as a community in any way they choose.

TASK AND SITUATION FOR ROLE PLAY

A. Assign roles
  1) Give observation sheet to observer-volunteer
  2) Give each participant (other than observer and organizers) a strip of paper with a role printed on it

B. Instruct Group
  1) Community can interact as it would
  2) Observer will observe and make notes for feedback
  3) (ORGANIZERS SHOULD BE INSTRUCTED SEPARATELY)
    Task - Organizers will, utilyzing what they were taught in Phase I, RESEARCH-SURVEY THE COMMUNITY ; DECIDE HOW TO UTILYZE THE DATA

Good

C. The organizers should have a few minutes alone after researching the community to compile data; identify leadership and identify issues to organize around preparatory to Phase III.

PHASE III

Time: 45 minutes - 1 hour

ROLE PLAY

TASK: The organizers will get people involved around issues/program etc. growing out of Phase II.

Trainers Note: At an appropriate point during Phase III, (to be decided by trainer/s) the following "news" should be "broadcast" to the *entire* community.

...and now the local news. The _ _ _ _ _ Police Dept. issued a statement this morning saying that patrolmen will now work with dogs and patrol in pairs in the city's predominantly Negro and Puerto Rican sections.

The city council in a late session last night appropriated the funds for purchasing the dogs and additional riot equipment.

In a separate action the city council cut the city's welfare budget by $200,000. And now the sports and weather...

Trainers Note: The news should be modified to use pertinent local issues where possible.

(if more are necessary)
All subsequent newscasts/should relate directly to what is taking place in the training session.

PROCESS ANALYSIS AND FEEDBACK

A) Discussion and observer feedback

B) Trainer

The exercise could concievably be carried on into Phases IV (the organized group selects a target and plans strategy) V (how to maintain and sustain the group from action to action) etc.

MATERIALS

----One copy of SELECTED PRINCIPLES OF BLOCK ORGANIZING by Preston Wilcox for each participant.

----One copy of OBSERVATION SHEET for observer-volunteer (unless the decision is made to ~~xxx~~ use more than one observer).

----Strips of paper with individual roles written on them.

----Directions stating the task and/or situation for each Phase on newsprint(Should be posted at the beginning of each phase).

can
(The following materials ~~should~~ be used in sessions preceeding the use of this exercise to help impart basic C.O. theory.)

----THREE DIFFERENT SOCIAL CLIMATES

**--LECTURE OUTLINE: Community Analysis and Citizen Involvement

----NOTES ON LEADERSHIP AND THE ORGANIZATION* (Extracted from FINDING AND MAKING LEADERS by Nicholas Von Hoffman)

OBSERVATION SHEET

Phase I

Questions: 1. How difficult was it to develop a process for accomplishing the task?

2. Who exerted necessary leadership?

3. How well did they stick to the task?

4. How was the task accomplished? (Was it accomplished?

Phase II

Questions: 1. How well was the data gathered?

2. Was the data used to ~~is~~ it's best advantage?
   a. What were the resisting forces? cooperation forces?
   b. What are the community issues?

Phase III

Questions: 1. How well did the organizers plan?

2. What methods, techniques etc. were used to involve people?

3. Is there any semblance of a group i.e. organization?

THREE DIFFERENT SOCIAL CLIMATES

AUTHORITARIAN	DEMOCRATIC	LAISSEZ-FAIRE
1.All determination of policy by the leader.	1. All policies a matter of group discussion and decision encouraged and assisted by the leader.	1. Complete freedom for group or individual decision, with a minimum of leader participation.
2. Technics and activity steps dictated by the authority one at a time, so that future steps were always uncertain to a large degree.	2. Activity perspective gained during discussion period, General steps to group goal sketched, and whete, technical advice was needed, the leader suggested two or more alternative procedures from which choice could be made.	2. Various materials supplied by the leader who made it clear that he would supply information when asked. He took no other part in work discussion.
3. The leader usually dictated the particular work task and work companion of each member.	3. The members were free to work with whomever they chose, and the division of tasks was left up to the group.	3. Complete nonparticipation of the leader.
4. The dominator tended to be personal, in his praise and criticism of the work of each member; remaining aloof from active group participation except when demonstrating.	4. The leader was "Objective" or "fair-minded" in his praise and criticism and tried to be a regular group member in [illegible] spirit without doing much of the work.	4. In frequent spontaneous comments on member activities unless questioned and no attempt to appraise or regulate the course of events.

NOTES ON LEADERSHIP AND THE ORGANIZATION*

1. Leaders are found by organizing and developed through organization

   a) Some people can become leaders given the occasion

2. The first objective is to build an organization that wields power

3. The best organizations create a "collective" ~~of~~ or shared leadership

   In the beginning:
   - a) the leadership is usually selected because it's the best availiable
   - b) keep the organization very loose - spread the responsibilities and conspicuous places around

4. Most organizational life in the ghetto is the small group
   - a) Each grouping has some kind of leadership

5. Powerful organizations are small groups strung together

6. An attainable organization is perhaps 2% of a ghetto population

7. An Organization needs:
   - a) A network of people spread out and in position to reach and mobilize the inert majority
   - b) Continuity
   - c) Money

8. An Organization must:
   - a) Exploit issues
   - b) Educate membership and community
   - c) Move on to the next and larger round
   - d) Cultivate a variety of leadership

9. A GOOD ORGANIZER is serious about developing ~~EXX~~ COMMUNITY LEADERSHIP.

---

* Extracted from FINDING AND MAKING LEADERS BY Nicholas Von Hoffman

LECTURE OUTLINE: Community Analysis and Citizen Involvement

I. Community Analysis
  A. Reasearch
    1. Economic base
    2. Centers of ~~pow~~ power (business, political, religious, ethnic etc.)
      a. Leadership

    3. Forces at Work
      a. Resisting (white power structure, police etc.)
      b. Cooperating (Social action organiz., activist religious leaders etc.)

    4. Issues(Local)
      a. Welfare, housing, employment etc.

II. Citizen Involvement

  A. Felt Needs
    1. Rewards for remaining inactive
    2. Rewards for becoming active

  B. Leadership - Focus ~~on~~ on people who influence others.

  C. Organization - Development of a group.

Selected Principles in Block Organizing

by: Preston Wilcox

I Basic Information Required

A. Demography

a) number of buildings owned or rented
b) number of families on block
c) total rent paid
d) median rental
e) roster of landlords; name, address and telephone number
f) financial information per building
    1. date of purchase
    2. purchase price
    3. monthly income from rentals
    4. annual taxes
    5. assessed valuation
    6. salary of superintendent
    7. annual amortization costs

g) violations on record
h) violations not on record
i) rent controls
j) rental overcharges
k) number of persons per room
l) number of vacant lots, commercial facilities
m) zoning regulations
n) number of registered voters: party?, number of potential voters
o) unemployment rate (complete roster of the unemployed)
p) median family income
q) median number of years completed

B. Additional information

Indices of problems - health, social, housing, employment

C. Social Groupings

teenage, to senior citizens, social, fraternal, civic, political, business

D. Leaders

political, civic, block, athlete, social

E. Organizations which serve the block - private and public

II. Entry Process

A. Spend time getting to know people in the block for the following purposes:

1. to allow people to test you out
2. to find out who the respected leaders in the block are
3. to find out the interests of the block's residents
4. to learn about the history of past efforts
5. to observe relationship patterns, life styles, customs and to learn the block's values
6. to learn how outsiders - social investigators, salesmen, police, criminals and public servants behave on the block

B. Developing a Program

1. Find a "green thumb" - a leader who gets his kicks from working on the subject program. This leader should not be a first leader, i.e. the "first leader you see" but a person whose name is mentioned during Phase (A) above; the person to whom every one goes to check you out; and the person who does not agree with everything you say.

2. Get to know the followers of the "green thumb" and find out through indirect means if they

have the desire and ability to keep the "green thumb" honest.

3. Operate out of a place which is indigenous to the community in style, setting, location and tone. The informal activities which are allowed are very important. It should be a place where local neighbors drop in even when they do not have problems - during the late evenings, early mornings or weekends. It should be loaned to families, clubs, etc. for weddings, parties, etc. The key should be in the hands of a local leader; rent responsibility should begin as a responsibility of locals.

4. Start where the people are - from cake sales to sewing. This gives them a chance to see where you are and allows you to learn how they operate- Support, don't lead.

5. Help them to check you out by

   a) meeting alone
   b) talking to people who trust you
   c) seeing you talking to "other" outsiders
   d) walk the picket lines with them; not as the picket captain
   e) Absent yourself from occasional meetings so they can learn to operate without your assistance and be called upon to fill you in on what happened.

6. Do not focus on structure, give your attention to helping them to carry out their programs.

7. Do not introduce new members unless they agree to it.

8. Help them to turn the mistakes and oversights of the establishments into their advantage in terms of mobilizing further support.

9. Force them to teach you how they want to be helped by you.

10. Teach them *everything* you know!

11. Put down on paper only what they tell you to!

12. Avoid the use of "paper" - exploit their face-to-face network of contacts

13. Conduct an *informal* (in the car on the way home, while having coffee, etc.) evaluation of all actions.

14. Reveal yourself as a person!

15. Step into and assume leadership only when a void occurs. Do not be chicken. Show that you have balls! Do not forget they are watching you and learning from you-even if non-verbally.

16. Keep a sense of humor; show anger when appropriate; Share your own concerns, i.e., be a real person with human failings.

--Select a Target - study it; its strengths, weaknesses, possible payoffs

--Develop a plan of action on which there is wide agreement
--Focus not on the plan of action but how to help the group carry it out (handling conflict; maintaining cohesive purpose.

--Prepare for defeat as you head toward victory!

If you win, do not spend time praising yourself. Allow the group to do that. Address your attention to how the group can exploit the victory.

If you lose, show discouragement; and then, begin to figure out how you can recoup. Call an informal gathering with no agenda. Help to get things off their chest as they come with new alternatives.

Organizational Roles

1. Managing the office
2. Recruiting and mobilizing - Troops
3. Dealing with outsiders
4. Establishing coalitions
5. Community education - leadership training around the content of the program
6. Action formulation - position papers, theory
7. Immediate and needed services
8. Social affairs
9. Publicity
10. Fund raising

C. Side Activities

1. Individual home visitations to key leaders
2. Invitations to key leaders to your home - along with others of your friends and peers
3. Compiling of resources
4. Showing of your magazines and periodicals
5. Attendance at community affairs as a guest not as a leader.
6. Church attendance, weddings, funerals, etc.
7. Bring your kids with you occasionally - and also your wife.
8. Get to know the husbands of female leaders.
9. Send greeting cards - weddings, funerals, etc.
10. Let them catch you off guard, i.e. when they catch you off guard, do not lie about it.

D. General Principles

1. Help people learn to make democracy work in their own behalf.
2. Help them to know how to protect their rights
3. Help them to keep the caretakers honest!

Distributed by: Scholarship, Education & Defense Fund
for Racial Equality
150 Nassau Street Rm. 1030
New York, New York
(212) 964-8210

March 15, 1967

SCHOLARSHIP, EDUCATION AND DEFENSE FUND
FOR RACIAL EQUALITY

COMMUNICATIONS LAB

Community Norms-

1. TRUST
2. HONESTY
3. UNDERSTANDING
4. COMMUNICATION
5. SUPPORT
6. TEAM-BUILDING
7. FREE-EXPRESSION
8. SHARING
9. OPEN
10. ACCEPTANCE
11. REJECTION
12. DIRECT
13. FEELINGS
14. FEED-BACK
15. RISK-TAKING
16. COMMITMENT
17. TOLERANCE

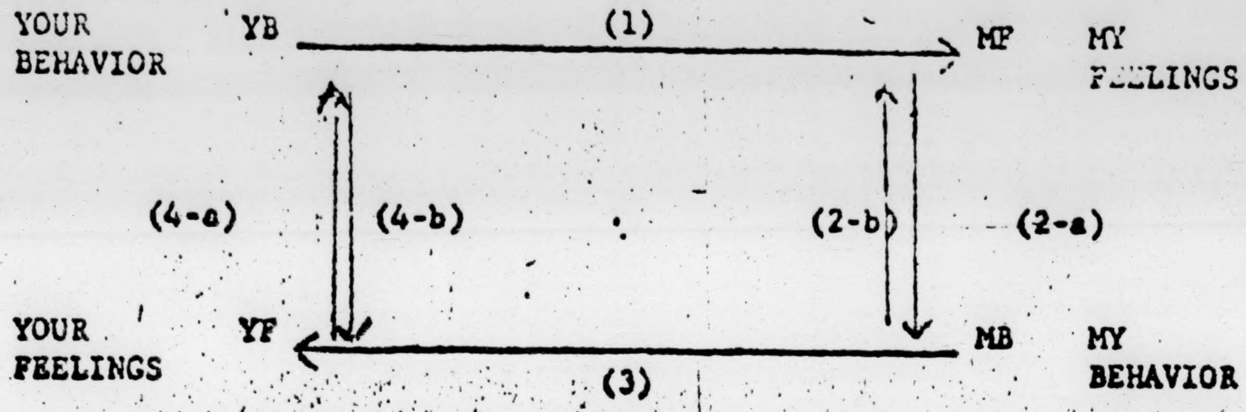
HERE

and

NOW

HOW PEOPLE AFFECT EACH OTHER

A DIAGRAM


YOUR BEHAVIOR
YB
(1)
MF
MY FEELINGS
(4-a)
(4-b)
(2-b)
(2-a)
YOUR FEELINGS
YF
MB
MY BEHAVIOR
(3)

(1) Your behavior affects my feelings.

(2-a) My feelings affect my behavior.
  (2-b) My behavior affects my feelings.

(3) My behavior affects your feelings.

(4-a) Your feelings affect your behavior.
  (4-b) Your behavior affects your feelings.

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150 Nassau Street - Room 1030, New York, New York 10038

1/16/68

GUIDELINES FOR DEVELOPING RELATIONSHIPS[1]

1. Stay in the here-and-now of the relationship. This means don't talk about people and situations that have nothing to do with the people you are with. Talk about what's going on right now in your relations; your feelings and behavior and the behavior and feelings of the people you are with. What has happened in the here-and-now will be interesting to everyone. What happens outside the here-and-now may only interest one or two of those you are with.

2. Learn to trust your own feelings.

3. Be as honest as you can when you talk about yourself. Tell it like it "tis" to you. Recognize that the way it "tis" to you may not be the way it "tis" to others.

4. Express your feelings as your own.

5. Concentrate on the here-and-now when others are talking.

6. Try to understand what others are feeling when they talk.

7. Accept others' statements about themselves as facts. Do not argue; but feel free to say, "I feel differently" or "I see things differently."

8. Help others face up to and express feelings. Be accepting and understanding, not protecting. Protectiveness can communicate to the person you are trying to "save" that you see him as weak and not strong enough to face up to others.

9. When you are bored, let people know where you are, even if it means interrupting someone. For example, say "I feel bored" rather than "you bore me." You are the feeler; no one else causes your feelings, although it may seem to you as if others are causing your feelings. The proof of this is that not everyone has the same feeling-reactions to others as you do. Your feelings-reactions are a consequence of your experience in relation to how you see the other's behavior. The other's behavior does not cause your feelings.

10. Be open to the "feedback" others give you. This feedback is an opportunity for you to understand the way you come across to other people.

11. Take a chance -- risk yourself. The success of your developing relations depends on the degree to which you are willing to talk about your own feelings, to ask how others see you and feel about you, and to take the chance of even being hurt by hearing others in order to learn something valuable about yourself.

---

[1] These rules are adapted from "A Small Group Program for Continuing Personal Growth" by Betty Berzon, J.G. Solomon, Melinda Sprague and C.W. Weedman.

1/16/68

At the close of the discussion the trainer summarizes and brings out these points:

1. Individuals react to stereotyping in different ways (jokes, guilt, anger love, etc.). But one should take a hard look at what "stereotyping" can do to us as individuals.

2. All lemons are not alike and a lemon is only a piece of fruit.

3. Our senses can be sharpened by using them, they are effective tools.

FRANK

INTOLERABLE OFFENSES

1. It is an intolerable offense to rape an innocent Black Woman.

2. It is an intolerable offense to kill a sincere Black mass people's leader.

3. It is an intolerable offense to betray Black people by spying, informing and leading into traps, physically harming, intentionally killing any Black man, woman or child for the oppressors, controllers and enslavers of the Black people.

4. It is an intolerable offense to destroy any Black man, woman or child by means of any drug habits through encouragement sales or force sales.

5. It is an intolerable offense to kill, assault, or harmfully torture any Black man, woman or child for personal gratification in forms of anger, insanity, intoxication or bulliness.

6. It is an intolerable offense to take sides with others and uphold them against your black brother or sister by non-black people or non-black laws.

7. It is an intolerable offense to allow yourself to be used as a tool by non-blacks to plot against your own people for their future downfall, oppression or exploitation.

8. It is an intolerable offense for anyone to force Black women into disgracing their race and selves for money — resulting in the demoralizing of their race, destruction of their bodies and using their bodies or selves as one's personal slave for his most rotten, corrupted and selfish personal gains.

BLACK LAWS FOR ALL BLACK PEOPLE

BLACK LAW

BLACK LAW SOCIETY

BLACK LAW DEFENDER

OATHS

1. A Black Brother or Sister must aid each other in trouble with any authorities representing the controllers, enslavers, oppressors or exploiters of our people.

2. A Black Brother or Sister must never reveal each other's name to any authorities representing enemies or exploiters of the Black People.

3. A Black Brother or Sister must not admit to the existence of any sacred Black inter-laws, or councils or nucleus or functions to any authorities representing enemies to our people.

4. A Black Brother or Sister must obey the decisions of a council of high-degree commands and accept and obey their rules.

5. A Black Brother or Sister must accept his or her own people's supreme and just protection and punishment as their official discipline and respected law.

7. A Black Brother or Sister must consider an offense against another brother or sister as an offense against himself and the entire Black race however small or large the offense or whoever commits it.

8. A Black Brother or Sister under no circumstances should appeal to the police, the courts or any authorities of the controllers to help him or her to get redress or protection from the just will of the Black people mass against himself.

9. A Black Brother or Sister must at anytime stand and defend the distinctive rights of class societies of the Black people or —

   a. the rights of a whole Black race to choose, govern, protect, punish and pursue their course of direction for their people — declare war or peace, decide and determine its enemies or friends.

   b. the rights of the Black race to independence, freedom and justice for all Black people under the Black law.

   c. the rights of the Black man to have as many wives as he can afford.

   d. the rights of the Black woman to live as a mother and wife with their need of security provided for them by their child's father who is also their own mate.

   e. the rights of the Black children to grow in his or her environment without fear or needs and being classed as such unjust terms as a bastard.

   f. the rights of the Black Elders to live and die in peace — going on safely without fear of their needs or frighten in their communities.

   g. the rights of Leaders to teach or express what he sincerely believe is in the best interest of the Black mass without intimidation or fear of safety for his body.

   h. the rights of the offenders to be punished as quick as he has offended.

10. Be anxious and honored when an opportunity presents itself in your path through life to aid, show courtesy or save another Brother or Sister from a trap that he or she has accidentally or deliberately fallen into with the authorities or controllers of Black people.

11. The Black Man and Black People's **NEEDS** should have top priority over all **WANTS**.

   a. **WANTS** — has personal and selfish roots and therefore is never sure or can be satisfied to the person or people.

   b. **NEEDS** — has nature, reverence, biological, and cultured roots. They are maximum opposite of their motivations of justness of wants and justness of needs. Needs and wants should be lived by and dedicated to as such in its class.

"WHAT EVERY ORGANIZER SHOULD KNOW!"

"EAST HARLEM'S COMMUNITY RESOURCES"
(Including Poverty Programs)

PREPARED BY: TRAINING DEPARTMENT
MEND, INC.
2139 THIRD AVENUE
NEW YORK CITY

COMPILED BY:

CONDENSED BY: LUCILLE THOMAS
TRAINOR

I. Why does the problem of poverty remain unsolved?

The problem remains unsolved because organizers are content to pass the blame to the; "Power Structure", "The Politicians" or "City Hall".

II. What is the key to building a good organization?

An organizer should learn:

a) Who holds the power in a community.
b) How that power is used.
c) Who makes the decisions.

III. Is it possible for a person to become an organizer?

An Organizer must develop a thorough knowledge of his particular community. He must be committed to the neighborhood for as long as it may take to build a powerful organization. "This will mean a committment of several years."

IV. What are some of the advantages of an organizer living in the neighborhood he is trying to organize?

a) He has a better understanding of existing problems.
b) He is readily accepted as a part of the community.
c) He has access to on-going dynamics of the neighborhood.
d) It dispels the chance of rumors spreading as to his loyalty.

V. What are the disadvantages of an organizer living in the neighborhood? It is a disadvantage.

a) If he uses his residency as satisfaction for a self-centered ego.
b) When he over identifies with the problems of the neighborhood.
c) If he cannot clarify his role as organizer and take the role of resident or leader.
d) When his social habits create jealousies among the residents. These jealous traits may be detrimental to the organization.

VI. What are some major points for an organizer to remember?

He should be able to:

a) Separate himself from the problems he is working with.
b) Identify himself with the future of the people in the neighborhood.
c) He must not become frustrated by slow progress.

VII. Are demonstrations and organization basically the same?

- a) Civil Rights Groups have used demonstrations to secure changes.
- b) Organizing is building a structure to effect a change.
- c) An organizer should build a structure which the community can relate to.

VIII. When should an organizer seek information from the community?

When he can relate the answers to something specifically such as:

- a) The needs and wants of the community.
- b) The people and institutions who presently control such needs or wants.
- c) Obstructions that may prevent the community from obtaining such resources.
- d) How much power the organization would need to attack each specific problem.
- e) What tactics are necessary.
- f) The political set up, the relationship of the City Government or Federal Government. Whatever government is responsible for the services in the community.

IX. What information is important to an organizer?

- a) Major changes in a community that will happen in the future are as important as existing problems.

X. Is it necessary for an organizer to establish good relationships with other organizations?

- a) The establishment and maintenance of allies, is the only gaurantee that an organization can keep itself from becoming isolated.

XI. What are some of the roles of an ally?

- a) An ally may support the organization's right to take a position on issues.
- b) Information can be obtained from an ally.
- c) He may be able to filter information into the community.
- d) They can serve as consultants in various fields.

XII. Are there important facts an organizer should know as he organizes?

He must know:

a) How a big decision is made for a community
b) The political structure in the neighborhood.
c) Did the neighborhood return a solid vote for the men in office.
d) Are the elected representatives members of the minority or majority party.
e) The firms or individuals that seem to benefit most from decisions involving the neighborhood.
f) He must know of those firms and individuals with significant vested interested in the community.
g) If they contribute heavily to certain campaign funds.
h) He must know what decisions are most likely to be opened for attack.
i) What individuals involved would be injured most by such an exposure.
j) Where the lines of communication can be tapped into or tap- [illegible].
k) How the organization can mount an attack on the process of administration. This process should be based on a position of moral superiority.

XIII. What are some of the methods used in solving individual problems?

a) Sub-standard Housing: You develop a method of tracing absentee landlords and processing court actions.

b) The Politician: Determine where his power lies and if the neighborhood fully supported him.

c) Urban Renewal: Check zoning regulations and constantly remind people that they are being pushed out.

d) Code Violations: Prepare a listing of violations, check records for frequency of complaints, note how they were handled or if action was taken by the court.

e) Economics: Check budgets, compare how much is spent for services in the neighborhood as opposed to better neighborhoods. Be able to relate this information to the community.

XIV. Should an organizer relate to existing leaders of the community?

a) Local Clergymen, P.T.A., Presidents, etc., are usually representative of their followers: Their attitudes will usually reflect the attitude of their constituents.

b) An organizer should be careful and not present himself as a threat to an existing leader.

c) He must not affiliate himself with leaders who the community feel hostile toward.

COMMUNITY RESOURCES

Definition: An available means, immediate and possible source of supply. Something one turns to in the absence of the usual source or supply.

I. Resources would apply to:

a) People
b) Organizations, Agencies or Institutions
c) All Political Machinery

II. Using or utilizing our resources would mean making use of the above three.

How can we make use of people, organizations, etc., or the Political Machinery?

a) First we learn what the people want or need.
b) The type of services provided by available agencies in the community. If services are under utilized, we seek to promote a concern from the people. If the services are over utilized, we seek ways of alleviating them.

The discussion between the pros and cons as to the real value of sensitivity training will continue for many years. That indiscriminate use can hardly be recommended is obvious. The author urges that companies should study the matter carefully before spending money on T-Group training.

Reflections On A T-Group Experience

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IN THE last few years, many corporations have been using sensitivity training (or T-group training) as part of their management development program. Spencer Klaw's "Two Weeks in a T-Group" in the August 1961 *Fortune,* is typical of some of the better descriptions of this training by observers present during the sessions. This article is a report by a participant of what happened to him and others in a T-group composed of middle-aged top managers of corporations and state government divisions. The purpose is to describe what went on in one such program so that personnel executives and top managers of American corporations can evaluate whether or not they should send their executives to such programs.

Sensitivity training varies in its objectives and methods. But most of it seems to set out to help the participant to gain self insight and understanding, improved understanding of others' feelings and attitudes, understanding of the behavior of groups, and the sharpening of interpersonal behavior skills.[1] For example, Greening says

> The purpose [of T-Group training] is to provide an existential setting in which participants can intensively review and possibly revise their basic views about man's nature, group behavior and roles and procedures necessary for accomplishing tasks with others.[2]

The training program in which I participated described its purpose as

> designed specifically to improve our understanding of ourselves and others, personal effectiveness and leadership qualities, to better understand individual responsibilities to ourselves and others, to improve communication and to take [illegible] steps toward the alleviation of problems [illegible] by misunderstanding and misinterpreting [illegible] tives of others.

The program, which took place in an isolat lodge in the offseason, lasted six days. It included about nine hours per day of T-group sessions, each composed of nine persons, with recreation periods and general lectures and programs with all three T-groups together spaced in between. Thelen and Dickerman's[3] four-phase approach best describes the experience.

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[1] See, for example:

Warren G. Bennis, "Goals and Meta-Goals of Labor. Training" in Warren Bennis *et. al.* (eds.) *Interper Dynamics* (Homewood, Illinois: The Dorsey Press), [illegible], pp. 692-98.

Edgar Schein and Warren Bennis, *Personal and Organizational Change Through Group Methods* (New York: Jo Wiley & Sons), 1965, p. 37.

Robert Tannenbaum, Irving Wechsler, and Fred Ma *Leadership and Organization* (New York: McGraw-H Co.), 1961, Chapter 9.

[2] Thomas Greening, "Sensitivity Training: Cult or C tribution?", *Personnel,* Vol. 41, p. 21.

Phase 1: Individual Centered

For the first day, we focused on ourselves and others in the room as individuals. The trainers used exercises to shift our attention from our everyday life to this. In our first general session exercise, each T-group was told to form two teams. These groups had to prepare two exhibits for "The World's Fair of the Imagination: 1967," without using verbal communication. Each group was given a table of materials such as crepe paper, paste, ribbons, and balloons to use for this purpose.

At first, most of us laughed and were puzzled about the exercise. Then one member of our group drew a picture of a possible exhibit and we began to build it. Other groups seemed to be working individually and without a plan. One member of our group, Ben, did not enter into these activities, but watched us in bemused silence.

After time was up, each group explained its project, examined the other projects and retired to the T-group rooms.

This exercise served several purposes: it took us away from typical experiences (to "unfreeze" us and perhaps open us up to new experiences) and gave us an opportunity to observe each other. In the T-group room, the trainer (Sam) said: "I am here to help you if I can and I know the week will be useful." He sat back, lit his pipe, and waited. Nothing happened, so I suggested each of us describe his position, background, and himself. A group member (Frank) took about fifteen minutes to do this. As he was talking, Sam made his first intervention by abruptly asking (in the middle of Frank's sentence), "Is this the way we want to spend our time here?" Most of us said, "Yes," and Frank continued. Frank then said he had an inferiority complex. Sam scoffed and said, "Anyone who can talk this long about himself doesn't have that problem." Frank shortened his self-description and the rest of the self-descriptions got progressively shorter under this prodding. Then, Sam intervened again. He said, "Maybe we'd like to talk about the exercise earlier this evening. Did any of you have any comments on it?" Many of the group made comments like, "Well, it was like returning to kindergarten, etc." I said, "Ben did not participate." Typical of his response, Sam said, "How did you feel about that?" Several people said they didn't like it. Ben explained that he had not participated because the whole thing seemed silly to him. The group began asking him why he felt this way. Perhaps they did so because they had participated, even if some of them felt a bit silly.

Much of the next day was frustrating and boring. Several members of the group discussed auto safety, music, etc. Sam attempted to shift the discussion to the people in the group and away from these "extraneous" issues. I couldn't help but wonder: "Have I come 1200 miles for this?" In my frustration, I would occasionally make remarks similar to Sam's, asking such things as, "Is auto safety really important here?" Many of these were in question form. Sam began criticizing me for this. Initially, he was relatively mild. He would say, "Don't ask questions—make statements." Later, he almost shouted at me, "Quit acting like a high school teacher! Be more of a college professor. Make statements—don't ask questions."

That night, there was a group session. It involved listening to music in the dark, and swaying to it to "experience our bodies." This time I did not participate. It seemed ridiculous to take off my shoes and do this and no one challenged me.

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[3] Herbert Thelen and Watson Dickerman, "The Growth of a Group," in Warren Bennis *et al.* (Eds.), *The Planning of Change* (New York: Holt, Rinehart, and Winston), 1961, pp. 340-47.

Phase 2: Frustration and Conflict Over Stereotypes

About this time, and at Sam's insistence, we began to describe what kinds of people we thought we had in our T-group. I began to ask myself which individuals I liked, which I didn't. The group tried to decide what type of man the participant was by asking him about something he said or stating an impression they had about him. The group would confront him with one of his statements. This member would become defensive, and the group would press him on it. He would then explain himself. Then the group would reassure him of their interest in him by giving him suggestions for improvement. For example, one participant (Johnny) was perceived by the group to be shy. Then Sam began to push him. "The trouble with you, Johnny, is that you have no 'guts.'" After elaborating on this for a while, Sam told Johnny to express non-verbally his feeling for others in the group. Johnny went around the group shaking hands. He inadvertently did not shake Sam's hand. When this happened, Sam said, "Hey, what about me—aren't I a part of this group?" Johnny came back and jokingly motioned a kick toward Sam (as Sam had done in good humor before). In another case, a participant (let us call him Hal) was perceived as talkative. So Sam said, "Hal, you're just a frustrated preacher. Stand up on that chair and preach us a one-minute sermon on love." When this talk was over, there were one-minute sermons on several other topics.

At least partially because of Sam's methods, several members left the training center and returned to their jobs. Only six remained.

The experience I remember the best was my own. At some point in Phase 1, I had expressed the opinion that I, as an academician, had less formal power in society than the executives in the group. About this time, one participant observed that I was probably one of the trainers. This I denied, of course, but at that point realized that I had unintentionally imitated some of Sam's criticism and methods. On the fifth day, I realized that all the others in the group had been "analyzed." *Later,* I realized that my turn was next. Unconsciously, I steered the conversation to the Viet Nam War. After about an hour of this, Sam blew up. He accused me of deliberately diverting the group. Several others observed that I had been the loudest in protesting the "auto safety" talks and now I had done the equivalent myself.

Sam then used an intervention technique. He asked us to line up (with no talking) in the order of the individual who contributed the most to least to the T-Group. I placed myself near the end of the line, for I realized I had not participated much and did not see myself as too influential. The group placed me last. Sam then asked us to sit down. He looked at me and said, "How did you feel about being last?" I said, "I'm not surprised." He said, "Is that all? I said, "Yes." He said, "Did you like it?" I said, "No, but I expected it."

But really, secretly, I didn't expect to be *last.* As I sat there thinking, though, I realized that I had made few real contributions to the group per se. Sam then said "You who were so interested in power, you don't have any here. Don't try to kid me that you liked it." My defense was, "Well, as I observed before, academics have little power. The group lined up in order of most to least powerful roles in society."

"And you had nothing to do with it—*you* are, of course, not to blame"—Sam observed very sarcastically. "Oh, come off it, you're nothing but a high school teacher." He continued this abuse for a while. Then a member observed, "Of all the people in this room, I think you are the least likely to be elected to public office." [This was beginning to bother me. I had been elected to several offices in college with no problem. I began to say to myself, "This is a farce—they are not seeing me at all—they are criticizing the wrong guy."]

The emotion shifted now. I had had more interaction with two members (call them Ron and Don) than most. They began to say soothing things to me. Ron began to ask me about my background. I explained some aspects of my youth, and several critical decisions for me—a change in career and religion. During this discussion, I watched the other participants. They began nodding as I spoke and they seemed to be very interested. When I had finished, they began making remarks such as, "Well, now I can better understand how he acts," etc. Shortly after this we went to lunch. I then went to my room. My mind was whirling. My previous feelings that the experience was frustrating returned. These were reinforced now by the feeling that the abuse and boredom were not worth it, for they were attacking a personality that was not the "real" me.

Phase 3: Attempted Consolidation and Group Harmony

About the second half of the fifth day, the emphasis shifted. Group cohesion seemed to be developing. This came about partly in self-defense. Three of our group had left the program. Other T-Groups made remarks to us about "putting up with Sam's actions." The man who organized the program came into our T-Group and confronted Sam with several accusations: poor tactics, loss of members, etc. The group supported Sam against the "outsider."

A general session was used to express our newly formed shared values—"The Profession of Faith," I called it. Small groups were organized by dividing up the T-Groups. Then spokesmen from each were asked to tell the group session their feelings about the program. The statements became progressively stronger about how meaningful, important, wonderful, challenging, the program was..

One of the participants (who had just told me he had that day fired half his sales force, and was requiring lie-detector tests of his employees now and as a condition of future employment) stated that he had learned to trust people because of the program. My doubts of the program were growing. I felt like the little boy in "The King's New Clothes" Fable—Wasn't the king naked? Wasn't this program a bit unreal?

Yet, real emotions did get expressed. Several members of my group knew of my doubts and felt I might leave the group (as I was indeed contemplating). They were seriously concerned. One said, "You know, I began to understand my brother in listening to you. Please stay in the group. You are now making a real contribution." I went to Sam and told him that if this was intended to teach us sensitivity to others, he apparently was not sensitive to me regarding some of his methods. He was very apologetic and encouraged me to stay (as he had encouraged the others who subsequently left). His motives were mixed, I felt, but I liked the group's expression, so I stayed.

Phase 4: Individual Self Assessment

The last phase involved self-reflection on strengths and weaknesses. Sam began to emphasize the positive side of our behavior from this vantage point. The last evening, the group encouraged him to give some suggestions and impressions of each member. It was an unique experience. Lying on the floor, looking up at the ceiling, and in an almost dark room, he told his "stories." In my case, he told a story of how he had driven to a wedding of a friend with the convertible top down (in mid-winter) and the night before his most important doctoral examinations. He stayed longer than he should have because the friend asked him to, drove back to the University arriving in the middle of the exams and passed with flying colors. He told me later that he felt I was trying too hard, trying to be too rational, working too hard. That with much less effort, and more time for fun and family, I would do as well or better and be a better human being.

Evaluation of Sensitivity Training

The best way to evaluate the program is to do so in light of its objectives. The objectives which this T-Group seemed to work towards were: a better understanding of the self and improved interpersonal skills. The objectives were to be attained by a more realistic understanding of how each of us was perceived by other group members. As I initially reflected on some of the criticism of Sam and the group, I rejected them as not applying to the "real" me. But later, it hit me. They had seen a side of me. As I looked at myself as honestly as I could, I realized that I had moods and days like the behavior they had seen. Perhaps, I liked to believe it wasn't the predominant mood, but only others could tell me that. And the fact was that when I was in those moods, in that behavior pattern, I would elicit similar responses from colleagues, friends, students. I had not received these criticisms in the past because few would feel free to discuss their responses with me. And even if they did, I might rationalize it away.

If they had not seen the predominant mood, this was my fault. My caution in showing myself had prevented them from assessing my total personality. It is irrelevant that the group might not have had the time to see all of that. Yet they can help those aspects they do see. And I, as a group member, could help the other group members. As corny as it may seem, and even with my predispositions to be careful, I developed a strong interest in and desire to help some members of the group.

Sensitivity training is an unique experience, coming closest to a religious retreat. But even in a retreat, it is a self analysis or perhaps a dialogue with a counselor. I don't believe any other type of training can have the impact on a participant that T-group training can.

The negative feelings I have about the experience are related to the trainer. I did not like the language, the pyrotechniques and interventions he used. He took over the group and I think we could have done better with less interference from him. Perhaps we left a void for him to step into initially and did not take over later. So again, it may have been our fault. On balance, however, I'm convinced the training is very useful. It satisfied its objectives of better self-awareness, better understanding of the feelings of others, provided an opportunity for me to revise my attitudes and (hopefully) to attempt to modify my behavior towards others. To the extent that I do so, I will be more effective in my interpersonal relationships.

Who should participate in sensitivity training? After my experience, I believe that two conditions are critical:

1. The willingness or ability to expose one's personality to others;
2. The degrees of interpersonal effectiveness necessary for successful performance on the job.

I do not believe that people whose positions do not involve a great deal of interpersonal activity and/or someone who has difficulty in revealing himself will gain much from the experience. In fact, they may lose something in it: the personality "props" may be weakened, and in some cases no replacing strengtheners are given.

After all, the training is expensive in time and fees. The most likely executive for a T-Group I believe is one who is open about himself, knows relatively little about the importance of interpersonal relations on a job, and whose job requires interpersonal expertise.

Anyone interested in such training should contact such reliable sources as the American Management Association or the National Training Laboratories.

About the Authors

(Continued from page 493)

John W. Lee, Assistant Professor of Management at Florida State University, received an MBA from Kent State University and the DBA from Arizona State University where he majored in Management. Prior to returning to pursue his doctorate, he worked for Akro-Mils, Inc., Akron, Ohio. While there, he trained a field sales force, recruited college students and served as Assistant to the President. He is the author of several articles in educational journals.

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(Continued on page 514)

A

GUIDELINE FOR THE DEVELOPMENT OF TRAINING MATERIALS

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Preface

The attached outline was developed by Patricia Daly as part of a contractual obligation being carved out by AAI for the Scholarship, Education and Defense Fund for Racial Equality, 164 Madison Avenue, New York, N. Y. 10016. This outline should be viewed as the first phase of a materials development process which hopefully will lead to the production of specifically-focussed materials geared to a variety of uses.

The need for the development of such materials in 1969 is a measure both of the successful efforts of white America to deliberately miseducate Black Americans and of the evidence that the promise land ain't. Opportunities out which Black men and others who value their discrete cultural heritages acquire the skills, desire and knowledge to protect their right to be whom they want to be have also been successfully denied them. The need to build in educational (teaching and learning; learning and teaching) opportunities into the fabric of every day life is a *sine qua non* for the survival and liberation of these minorities who reject the need to identify with their oppressors or the need to comply blindly with their wishes. In order to survive as human beings.

Black men then must be liberated from any tendency to incorporate a need to turn against their Black brothers in order to appease their oppressors. Rather, their survival must be based on acquiring the skills to "Tom" (like (white men) as a strategy for subversive survival without "Tomming" becoming a way of life. To *be like* white men is not synonymous to *becoming* white men.

The authentic Uncle Tom and Organization Man survive as a replicas of their oppressors and to become oppressors themselves. The authentic human being - Black or white - guards his right to survive as a human being by removing from his oppressor the need to oppress. In doing so, he does not replace his oppressor; he produces another human being. He does not become his father; he becomes like his father and frees his father of the need to have a son to control. He becomes his brother's brother, not his brother's keeper.

The thrust of this effort to develop materials will employ the above theme as a modus operandi. It seeks to provide the theoretical rationale and the pragmatic experiences to make non-violent change possible or violence inevitable. Both notions are embedded in the search for truth and humanity.

If this search is to unfold, it must be dialectical. If it is to succeed, it must seek humanizing means - and build in the requisites to enable humans to guard their right to be human. AAI hopes that this is a good beginning of a beginning effort to begin to codify ways and means of self and collective humanization.

Preston Wilcox
Educational Consultant
September 24, 1969

	Suggested Form	Purpose - Subject	Description - Specifications
1)	Booklet	How to Design a Lab Training Program	Include: participants, facilities, objectives, evaluation of training piece.
2)	Booklet	How to Design Individual Workshops	Include: participants, facilities, objectives, evaluation of training piece.
3)	Shorter Booklet	How to Run A Meeting	Do's - Don't's
4)	Shorter Booklet	Uses of Parliamentary Procedures	Do's - Don't's
5)	Exercises	To be used to Surface Political (Psycho-Political) issues - awareness	Simple - Short Same should be appropriate for non-literate trainees. Follow-up questions and answers
6)	Visual Aides - Quizzes - Games - Manual	Problem Solving (also problem definition)	
7)	Flip Charts	Communication in Groups	To include: listening, mutual perceptions, roadblocks to....., filter of....

	Suggested Form	Purpose - Subject	Description - Specifications
8)	Short - Stimulators - Games - Exercises - Plays - Quizzes non-written non-verbal	Group Norms .trust (risk taking) .honesty .confrontation .communication - feed back .openness - non-judgment .commitment to group .relationship of norms to group goals	
9)	Exercises non-verbal	Political Issues Political Awareness Personal Growth	Short, clear, impact Spanish non-written
10)	Stimulator - Exercise - Role Play	There and Then vs Here and Now	What are limits to practice of group norms? Are norms difficult? How? Why? How have they been difficult in the past? How do they relate to the goals of the group?
11)	Booklet	How to Continue - Sustain an Organization once it is formed?	"So you're a...... What now?"
12)	Exercises - Role Plays -	Power - Institutions (Institutional Controls?)	

	Suggested Form	Purpose - Subject	Description - Specifications
13)	Game	Power	Simple, Short, for Black People containing: roles, situations, questions.
14)	Illustrations Pictures		For field use, with work sheet for reaction and feed back. Questions and Answers for discussion
15)	Booklet	Duties and Functions of a Board of Directors	Simple, clear
16)		Community Organization	Do's and Don't's
17)	Booklet	Proposal Writing	
18)	Stimulator - Exercise	What is Training?	Very Simple, Short SEDFRE concept (see SEDFRE Services Booklet)
19)	Pictures - Games etc.	White Racism	Must evoke some observable data around white racism
20)	Stimulators around key words		taboos labels trigger words attempts to neutralize words ("any one can be a nigger") turn-off words turn-on words

DAVE

GAME OF LIFE

GROUP BUILDING, TEAMWORK AND PERSUASION

Objectives:

1. To stimulate awareness that individuals personal desire to win supersedes group loyalty.
2. Competetion and desire for achievement often destroy commitment to cooperation.
3. To demonstrate that co-operation principles should apply to daily life.
4. To raise the issue of commitment to group functions.
5. To further awareness of principles of negotiation.

Materials and Setting:

1. Chalkboard, chalk, eraser (Or) poster board and felt tip pen.
2. One "instruction sheet and score sheet".
3. One main room (for group) and one small room for negotiating room.

Method of Development:

The game of life should be played in a group not smaller than twelve (12) trainees. The group should have spent a little time trying to work on some problem or problem situation.
Members are asked to count in a sequence of from one (1) through four (4) until all members are counted - either # 1, 2, 3, or 4.
All participants whose number was one (1) should sit together, the same applies to 2's, 3's and 4's.

Method of Development Con'd

The instructions should be read to the group and placed in a position that all four (4) groups are able to see them. Participants may ask questions until they understand the voting and scoring procedures. But when the voting begins, no further questions may be answered. Five minutes should be allowed the teams to discuss the game among themselves before the game starts.

At the signal from the trainer, voting begins - groups are allowed five minutes for each vote - passing in the ballot when the time is called. Scores are recorded after each ballot.

After the scores are added and the results of the game are given, a discussion should follow - emphasis should be placed on why each team chose to vote a particular color.

Discussion:

Discussion is encouraged by the trainer who uses the objective of this lesson as his guide. Participants should be pushed to discuss what meaning the game has for him and the implication it has for this group.

The trainer should make sure every comment is capitalized upon - some points he should deal with.

1. It is difficult for an individual or group to take care of its needs while competing with other groups.
2. The spirit of the total group was lost in competing for points.

Method of Development Con'd

3. Honesty, commitment and ability to persuade are necessary tools of a negotiator.
4. Sometimes individuals who begin as group members and leaders - see prosperity and forget group loyalty.

GAME OF LIFE

Score Chart and Instruction Sheet

All Green -	All Lose	50 points
One Red - Three Green -	Red Loses	300 points
	Green Wins	100 points

****

Two Reds - Two Greens		
	Red Lose	200 points
	Green wins	200 points

****

Three Reds - One Green		
	Red Lose	100 points
	Green wins	300 points

****

All Red ---	All Win	50 points

Instructions

Above is the score chart (point to score chart and sheet - explaining them - and score sheet. You may ask questions before the first vote only. Take five minutes to discuss the scoring chart after I finish explaining it to the group. You will vote on either the color Red or the color Green - each will be allowed five minutes to vote - ballots must be passed in when

Instructions Con'd

time is called - the vote must be the groups decision. Before the fifth vote, each team will send one of its members to a five minutes conference.

The scores of the fifth vote will double. There will be another conference before the seventh ballot - the score will double again. Before the tenth ballot, there will be another conference and the scores of this vote will multiply ten times eq. 10 x 200 = 2,000. You may or may not choose the same person to go to the conferences.

ANY QUESTIONS?

GROUP SCORE SHEET

Game of Life

Vote	I	II	III	IV
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Vote #5 - Conference - Score Doubles
Vote #7 - Conference - Score Doubles
Vote #10 - Conference - Score multiply by 10
eq. 10x200= 2,000

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The Power Game

The Power Game was designed by George Peabody. It is a game which permits increased learnings to occur on politics, conflict, negotiation, and collaboration.

Objectives

The PCCS Power Studio feels the game can be played with the following objectives:

1. Sharpen our understanding of what it feels like to be a "Have" (powerful) and a "Have Not" (powerless).
2. Analyze the feelings of participants in the "Power" experience.
3. Learn more about why groups act the way they do in situations involving power.
4. Learn more about our own ideas on power and the sources of power.
5. Learn more about the factors that lead to success and failure in negotiations and coalitions.
6. Learn more about the affects of leaderships; learn more about the affect of pressure; learn more about the affect of power.

Procedures for Playing the Game

There should be a large enough number of participants to permit the group to be divided into five teams. (If this cannot be done, any odd number of teams could be used.) Each team should have a designation. This can be a number, a geometric symbol, etc.. Each team should be given a "turf", i.e. a room, a table, etc..

A judge should be appointed. He should have a visible clock and a place where he can receive committments. His place should be separate from that of the teams. The judge announces the times (see rules) and marks the scores of the teams.

A score form should be placed where it can be seen by all the participants. It might be a board, newsprint, or blackboard. It should be made as follows:

Play Number	Team I (20)	Team II (20)	Team III (20)	Team IV (20)	Team V (20)
1					
2					
3					
4 (double points)					
5					
Total					

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The judge enters the scores at the end of each round of play.

The game is played. See page of rules. The person leading the game might illustrate the game by going through a round or two and putting in the scores. There are a number of possible variations which will be discussed in a section at the end on variations.

Note the first period is longer than the others. This is done so that teams have time to develop strategies. Will they play for long term advantage or for an immediate win on the first round?

Design Procedures

The game might be played as part of a two session training design. The game might be played in one period and the processing of data from the game in the afternoon.

Data might be gathered in the course of playing the game on the various deals made and a discussion of their implications at a later time. There might be several observers appointed to be especially aware of the processes of negotiation, etc..

Possible designs for feedback after game.

1. Fishbowl of "haves" and "have nots" at end of game.
2. Sociometric instruments distributed at the end of play to members of each team to focus on intrteam dynamics. Examples: Who are three people who helped our team most? Who do you think had most influence on us?
3. Feedback of observers reports.
4. Discussion based on questions from objectives of game.
5. Discussion of trust in relation to negotiations, collaborations.

Variations on Game

1. Teams can be heterogeneous or homogeneous. Example: Teams of women, others of men. Teams of blacks, others of whites.
2. First 30 minute period can be time to build group cohesion. Each group instructed to formulate:
   a. What's our target (what are we trying to do)
   b. What are our strategies
   c. What are our resources or sources of power. How do we use them.
   d. What are our tactics
   e. What is our timing.

   At the end each group gives a 45 second statement of its position. This can be true or it can be "image building".
3. Each team can put in a certain amount of money to be used instead of points in the playing of the game.
4. Each team designation can be worn by participants (a colored hat, or band, etc.)
5. There can be an official document on which committments are made, no other can be submitted to the judge.

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Rules

THE POWER GAME

This is a game in politics, conflict, negotiation, and collaboration.

The game in general

The group is divided into five teams and each team is given a name or designation. Each team has 20 points. The game is played in rounds or time periods. In a given round, teams attempt to form a collaboration so that they will have more points at the end of a round than they could have individually. At the end of the round, teams report to a judge the number of points they commit and their collaborations. The coalition with the largest number of points at the end of the round wins, and the winning coalition divides the points of the loosing teams which have been committed in play. The team with the highest number of points at the end of the rounds of play wins.

Objective of the Game :

To have your team have the highest number of points at the end of the rounds of play.

Rules of the Game

1. The game is played in time periods. A judge will announce the length of the time period, announce its beginning, give a warning 30 seconds before the end, and announce the end of the time period or round.
2. The first play will occur at the end of 30 minutes. Each play thereafter will be at the end of 15 minutes.
3. The judge will give a 30 second warning before the end of a time period for teams to submit their committments. If a team has not submitted its committment at the time, there is a penalty of 2 points to each team which does commit on time. Example, if one team is late and two teams submit their committments on time, the late team gives two points to each of the other teams.
4. Each team must commit at least 5 points at the time of play, or loose five points.
5. At the end of the period the judge will announce the committments. The coalition with the highest number of points wins. The committed points of the loosing teams is divided among the winning teams, according to the arrangements of the winning teams.
6. On the 4th play scores are doubled for that play.

Possible Strategies

The loosing team does not loose until the judge announces the committments at the end of the play. If the judge is not present or can be invalidated, the announcements cannot be made. If the winning coalition can be stopped from having its committment given to the judge on time, those scores will not be part of the judge's announcement.

POWER

As a group, or an organization, exists over time and the members meet to "carry out their business", a working structure forms. The form may be different from how it was intended to work; it may be different from how it worked in its earliest formative stages. At a critical period, as it meets a crisis, who are the haves and who are the have nots becomes increasingly evident. If we can examine the influence structure at these critical times, we can better:

1. understand the bases of power at this laboratory (with possible interpolations to the general society)
2. examine the implications of power as it affects the individual, interpersonal relations, the goals of the community
3. understand the dynamics of a change in power, if it comes, and on what basis by the end of the laboratory.

Power is generally defined as the ability to meet the needs of another. More specifically the person with power (P) has power over another (O) in a specific area (X). A person can have power over another only because he can meet the needs of another in a specific area. Or, it is only because O has needs which can be meet by P that gives P his power.

Questions arise as to who has power to make decisions as to the planning of the laboratory, the content of the work projects. Are all heard equally? Who has greater influence? On what basis? Is power one way or two way?

French and Raven have defined five kinds of power.

1. Reward power (ability to meet the needs of another by reward - a raise, praise, etc.)
2. Coercive power (ability to coerce - to fire, to ridicule, to downgrade, etc.)
3. Expert power (ability to meet needs of another due to superior knowledge in that area - ex. engineer who know how to build a road; staff who know how to run a laboratory, etc.)
4. Legitimate power (people holding positions or representing others - ex. a representative from each change agent group to work on community room or social issues day, etc.)
5. Referent power (who are the peiople you refer to or defer to; whose opinion do you ask, whose advice do you seek, etc.)

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WHAT IS SENSITIVITY TRAINING?

In response to an ever-increasing number of queries regarding sensitivity training, we are presenting the following excerpt from a paper written by Charles Seashore, NTL Institute research director, for Wayne State University's Department of Political Science Mid-Career Education Project, April 1968.—The Editor.

Sensitivity training is one type of experience-based learning. Participants work together in a small group over an extended period of time, learning through analysis of their own experiences, including feelings, reactions, perceptions, and behavior. The duration varies according to the specific design, but most groups meet for a total of 10-40 hours. This may be in a solid block, as in a marathon weekend program or two to six hours a day in a one- or two-week residential program or spread out over several weekends, a semester, or a year.

The sensitivity training group may stand by itself or be a part of a larger laboratory training design which might include role playing, case studies, theory presentations, and intergroup exercises. This paper focuses mainly on the T Group (the *T* stands for *training*) as the primary setting for sensitivity training. However, many of the comments here also apply to other components of laboratory training.

A Typical T-Group Starter

The staff member in a typical T Group, usually referred to as the trainer, might open the group in a variety of ways. The following statement is an example:

> This group will meet for many hours and will serve as a kind of laboratory where each individual can increase his understanding of the forces which influence individual behavior and the performance of groups and organizations. The data for learning will be our own behavior, feelings, and reactions. We begin with no definite structure or organization, no agreed-upon procedures, and no specific agenda. It will be up to us to fill the vacuum created by the lack of these familiar elements and to study our group as we evolve. My role will be to help the group to learn from its own experience, but not to act as a traditional chairman nor to suggest how we should organize, what our procedure should be, or exactly what our agenda will include. With these few comments, I think we are ready to begin in whatever way you feel will be most helpful.

Into this ambiguous situation members then proceed to inject themselves. Some may try to organize the group by promoting an election of a chairman or the selection of a topic for discussion. Others may withdraw and wait in silence until they get a clearer sense of the direction the group may take. It is not unusual for an individual to try to get the trainer to play a more directive role, like that of the typical chairman.

Whatever role a person chooses to play, he also is observing and reacting to the behavior of other members and in turn is having an impact on them. It is these perceptions and reactions that are the data for learning.

Underlying Assumptions of T-Group Training

Underlying T-Group training are the following assumptions about the nature of the learning process which distinguish T-Group training from other more traditional models of learning:

1. *Learning responsibility.* Each participant is responsible for his own learning. What a person learns depends upon his own style, readiness, and the relationships he develops with other members of the group.
2. *Staff role.* The staff person's role is to facilitate the examination and understanding of the experiences in the group. He helps participants to focus on the way the group is working, the style of an individual's participation, or the issues that are facing the group.
3. *Experience and conceptualization.* Most learning is a combination of experience and conceptualization. A major T-Group aim is to provide a setting in which individuals are encouraged to examine their experiences together in enough detail so that valid generalizations can be drawn.
4. *Authentic relationships and learning.* A person is most free to learn when he establishes authentic relationships with other people and thereby increases his sense of self-esteem and decreases his defensiveness. In authentic relationships persons can be open, honest, and direct with one another so that they are communicating

what they are actually feeling rather than masking their feelings.

5. *Skill acquisition and values.* The development of new skills in working with people is maximized as a person examines the basic values underlying his behavior as he acquires appropriate concepts and theory and as he is able to practice new behavior and obtain feedback on the degree to which his behavior produces the intended impact.

The Goals and Outcomes of Sensitivity Training

Goals and outcomes of sensitivity training can be classified in terms of potential learning concerning individuals, groups, and organizations.

1. *The individual point of view.* Most T-Group participants gain a picture of the impact that they make on other group members. A participant can assess the degree to which that impact corresponds with or deviates from his conscious intentions. He can also get a picture of the *range of perceptions* of any given act. It is as important to understand that different people may see the same piece of behavior differently—for example, as supportive or antagonistic, relevant or irrelevant, clear or ambiguous—as it is to understand the impact on any given individual. In fact, very rarely do all members of a group have even the same general perceptions of a given individual or a specific event.

   Some people report that they try out behavior in the T Group that they have never tried before. This experimentation can enlarge their view of their own potential and competence and provide the basis for continuing experimentation.

2. *The group point of view.* The T Group can focus on forces which affect the characteristics of the group such as the level of commitment and follow-through resulting from different methods of making decisions, the norms controlling the amount of conflict and disagreement that is permitted, and the kinds of data that are gathered. Concepts such as cohesion, power, group maturity, climate, and structure can be examined using the experiences in the group to better understand how these same forces operate in the back-home situation.

3. *The organization point of view.* Status, influence, division of labor, and styles of managing conflict are among organizational concepts that may be highlighted by analyzing the events in the small group. Subgroups that form can be viewed as analogous to units within an organization. It is then possible to look at the relationships between groups, examining such factors as competitiveness, communications, stereotyping, and understanding.

One of the more important possibilities for a participant is that of examining the kinds of assumptions and values which underlie the behavior of people as they attempt to manage the work of the group. The opportunity to link up a philosophy of management with specific behaviors that are congruent with or antithetical to that philosophy makes the T Group particularly relevant to understanding the large organization.

Research on Sensitivity Training

Research evidence on the effectiveness of sensitivity training is rather scarce and often subject to serious methodological problems. The annotated bibliographies referred to in the suggested readings at the end of this paper are the best source for identifying available studies. The following generalizations do seem to be supported by the available data:

1. People who attend sensitivity training programs are more likely to improve their managerial skills than those who do not (as reported by their peers, superiors, and subordinates).
2. Everyone does not benefit equally. Roughly two-thirds of the participants are seen as increasing their skills after attendance at laboratories. This figure represents an average across a number of studies.
3. Many individuals report extremely significant changes and impact on their lives as workers, family members, and citizens. This kind of anecdotal report should be viewed cautiously in terms of direct application to job settings, but it is consistent enough that it is clear that T-Group experiences can have a powerful and positive impact on individuals.
4. The incidence of serious stress and mental disturbance during training is difficult to measure, but it is estimated to be less than one per cent of participants and in almost all cases occurs in persons with a history of prior disturbances.

Recommended Readings

Leland P. Bradford, Jack R. Gibb, and Kenneth D. Benne (Eds.), *T-Group Theory and Laboratory Method: Innovation in Re-education.* N.Y.: Wiley, 1964.

Robert L. Craig and Lester R. Bittel. *Training and Development Handbook.* N.Y.: McGraw-Hill, 1967.

"Problems in the Design and Interpretation of Research on Human Relations Training," by Roger Harrison, and "A Bibliography of Research," by Lewis Durham, Jack R. Gibb, and Eric S. Knowles, are presented together as Numbers 1 and 2 for 1967 in the NTL series, *Explorations in Human Relations Training and Research.*

Matthew B. Miles. *Learning to Work in Groups.* N.Y.: Teachers College, Columbia Univer., 1959.

Edgar H. Schein and Warren G. Bennis. *Personal and Organizational Change Through Group Methods.* N.Y.: Wiley, 1965.

R. Tannenbaum, I. R. Weschler, and F. Massarik. *Leadership and Organization: A Behavioral Science Approach.* N.Y.: McGraw-Hill, 1961.

The Journal of Applied Behavioral Science. Washington, D. C.: NTL Institute for Applied Behavioral Science.

WHAT TO OBSERVE IN A GROUP

One way to learn in a lab is to observe and analyze what is happening in one's T Group. All of us have spent our lives in groups of various sorts -- the family, gang, team, work group, etc., but rarely have we taken the time to stop and observe what was going on in the group, or why the members were behaving the way they were. One of our main goals here is to become better observers and better participants.

But what do we look for? What is there to see in a group?

I. Content vs. Process

When we observe what the group is talking about, we are focusing on the content. When we try to observe how the group is handling its communication, i.e., who talks how much or who talks to whom, we are focusing on group process.

Most topics about the back-home situation emphasize the content -- "what is good leadership," "how can I motivate my subordinate," "how can we make meetings more effective," and concern issues which are "there and then" in the sense of being abstract, future or past oriented and not involving us directly. In focusing on group process, we are looking at what our group is doing in the "here and now," how it is working in the sense of its present procedures and organization.

In fact, the content of the conversation is often the best clue as to what process issue may be on people's minds, when they find it difficult to confront the issue directly. For example:

Content	Process
1. Talking about problems of authority back home may mean	that there is a leadership struggle going on in the T Group
2. Talking about how bad group meetings usually are at the plant may mean	that members are dissatisfied with the performance of their own T Group
3. Talking about staff men who don;t really help anybody may mean	dissatisfaction with the trainer's role in the group.

At a simpler level looking at process really means to focus on what is going on in the group and trying to understand it in terms of other things that have gone on in the group.

II. Communication

One of the easiest aspects of group process to observe is the pattern of communication:

1. Who talks? For how long? How often?

2. Who do people look at when they talk?

   a. Single others, possibly potential supporters
   b. Scanning the group
   c. No one.

3. Who talks after whom, or who interrupts whom?

4. What style of communication is used (assertions, questions, tone of voice, gestures, etc.)?

The kinds of observations we make give us clues to other important things which may be going on in the group such as who leads whom or who influences whom.

III. Decision-Making Procedures

Whether we are aware of it or not, groups are making decisions all the time, some of them consciously and in reference to the major tasks at hand, some of them without much awareness and in reference to group procedures or standards of operation. It is important to observe how decisions are made in a group in order to assess the appropriateness of the decision to the matter being decided on, and in order to assess whether the consequences of given methods are really what the group members bargained for.

Group decisions are notoriously hard to undo. When someone says, "Well, we decided to do it, didn't we?" any budding opposition is quickly immobilized. We can only undo the decision if we reconstruct it and understand how we made it and test whether this method was appropriate or not.

Some methods by which groups make decisions:

1. The Plop: "I think we should introduce ourselves" .... silence

2. The Self-Authorized Agenda: "I think we should introduce ourselves, my name is Joe Smith ...."

3. The Handclasp: "I wonder if it would be helpful if we introduced ourselves?" "I think it would, my name is Pete Jones ...."

4. "Does anyone object?" or "we all agree."

5. Majority-Minority voting.

6. Polling: "Let's see where everyone stands, what do you think?"

7. Consensus Testing: Genuine exploration to test for opposition and to determine whether opposition feels strongly enough not to be willing to implement decision; not necessarily unanimity, but essential agreement by all.

IV. Task - Maintenance - Self-oriented Behavior

Behavior in the group can be viewed from the point of view of what its purpose or function seems to be. When a member says something, is he primarily trying to get the group task accomplished (task), or is he trying to improve or patch up some relationships among members (maintenance), or is he primarily meeting some personal need or goal without regard to the group's problems (self-oriented)?

As the group grows and member needs become integrated with group goals, there will be less self-oriented behavior and more task or maintenance behavior. What kinds of categories can we identify?

Types of behavior relevant to the group's fulfillment of its task:

1. Initiating: Proposing tasks or goals; defining a group problem; suggesting a procedure or ideas for solving a problem...

2. Seeking information or opinions: Requesting facts; seeking relevant information about group concern... Asking for expressions of feeling; requesting a statement or estimate; soliciting expressions of value; seeking suggestions and ideas...

3. Giving information or opinion: Offering facts; providing relevant information about group concern...
Stating a belief about a matter before the group; giving suggestions and ideas.

4. Clarifying and Elaborating: Interpreting ideas or suggestions; clearing up confusions; defining terms; indicating alternatives and issues before the group...

5. Summarizing: Pulling together related ideas; restating suggestions after the group has discussed them; offering a decision or conclusion for the group to accept or reject...

6. Consensus Testing: Asking to see if group is nearing a decision; sending up trial balloon to test a possible conclusion...

Types of behavior relevant to the group's remaining in good working order, having a good climate for task work, and good relationships which permit maximum use of member resources, i.e., group maintenance:

1. Harmonizing: Attempting to reconcile disagreements; reducing tension; getting people to explore differences...

2. Gate Keeping: Helping to keep communication channels open; facilitating the participation of others; suggesting procedures that permit sharing remarks.

3. Encouraging: Being friendly, warm, and responsive to others; indicating by facial expression or remark the acceptance of others' contributions...

4. Compromising: When own idea or status is involved in a conflict, offering a compromise which yields status; admitting error; modifying in interest of group cohesion or growth...

5. Standard Setting and Testing: Testing whether group is satisfied with its procedures or suggesting procedures, pointing out explicit or implicit norms which have been set to make them available for testing...

Every group needs both kinds of behavior and needs to work out an adequate balance of task and maintenance activities.

V. Emotional Issues: Causes of Self-Oriented Emotional Behavior

The processes described so far deal with the group's attempts to work, to solve problems of task and maintenance, but there are many forces active in groups which disturb work, which represent a kind of emotional underworld or under-current in the stream of group life. These underlying emotional issues produce a variety of emotional behaviors which interfere with or are destructive of effective group functioning. They cannot be ignored or wished away, however. Rather, they must be recognized, their causes must be understood, and as the group develops, conditions must be created which permit these same emotional energies to be channeled in the direction of group effort.

What are these issues or basic causes?

1. The problem of identity: Who am I in this group? Where do I fit in? What kind of behavior is acceptable here?

2. The problem of goals and needs: What do I want from the group? Can the group goals be made consistent with my goals? What have I to offer to the group?

3. The problem of power, control, and influence: Who will control what we do? How much power and influence do I have?

4. The problem of intimacy: How close will we get to each other? How personal? How much can we trust each other and how can we achieve a greater level of trust?

What kinds of behaviors are produced in response to these problems?

1. Dependency-counterdependency: Leaning on or resisting anyone in the group who represents authority, especially the trainer.

2. Fighting and Controlling: Asserting personal dominance, attempting to get own way regardless of others.

3. Withdrawing: Trying to remove the sources of uncomfortable feelings by psychologically leaving the group.

4. Pairing up: Seeking out one or two supporters and forming a kind of emotional sub-group in which the members protect and support each other.

These are not the only kinds of things which can be observed in a group. What is important to observe will vary with what the group is doing, the needs of the observer and his purposes, and many other factors. The main point, however, is that improving our skills in observing what is going on in the group will provide us with important data for understanding groups and increasing our effectiveness within them.

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PLANNING FOR LIVING[1]

Introduction

America is not a traditionalist or fatalist society, yet most of us as individuals often act as though we think the future is something that happens to us, rather than as something we create every day. The emphasis of psychology on how childhood experience determines later adult behavior, coupled with the fact that most of us accumulate obligations as we go through life, leads many people to explain their current activities in terms of where they have been rather than in terms of where they are going. Because it is over, the past is unmanageable. Because it has not happened, the future is manageable. The following exercises are designed to help you think about where you are, where you want to go and what resources you have for getting there.

1. Life line. Using the lower half of this sheet of paper, draw a line to represent your life line, and put a check mark on it to show where you are on it right now. The line can be straight, slanted, curved, convoluted, jagged, etc.; it can be "psychological" or "chronological." It's a subjective thing--it represents something about how you think about your life. After you've drawn it, share what it means to you with others in your group.

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[1] This design was developed by Herbert A. Shepard.

2. Who am I? This exercise is to explore the check mark on your life line. Write ten different answers to the question "Who am I?" in the space provided below. You may choose to answer in terms of the roles and responsibilities you have in life, in terms of groups you belong to and beliefs you hold, in terms of certain qualities or traits you have as a person, in terms of behavior patterns, needs or feelings that are characteristic of you, etc. Try to list those things which are really important to your sense of yourself: Things that, if you lost them, would make a radical difference to your identity and the meaning of life for you.

(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	

Silent, individual reflection is necessary while doing the above. Before sharing with others in the group, follow the instructions given on the next page (page 3).

3. Identity Review. Consider each item in your list of "Who-am-I's" separately. Try to imagine, try to feel, how it would be if that item were no longer true of you. (For example, if "husband" or "wife" is one of the items, what would the loss of your spouse mean to you? How would you feel? What would you do? What would your life be like?) After reviewing each item in this way, rank-order the items in the list by putting a number in the box to the right of each item. Put "1" beside the item which is most essential to your sense of yourself, whose loss would require the greatest struggle to adjust to. Put "10" beside the item which is least essential to your sense of yourself. Try to rank-order all items in this way, without any items tying for first place, second place, third place, etc. If some items in your list are aspects of you that you dislike and would like to be rid of, they don't necessarily fall in the lower end of the rank order. The question for rank-ordering is how big would the adjustment struggle be if you lost that item. Some aspects of yourself that you dislike might be very hard to give up!

4. Sharing. Share the experience you've had privately with the Who-am-I and Identity Review exercises with the rest of your group. No one should be forced to share their list, and no one can be forced to share all the thoughts and feelings that occurred, but be as open as you can. If you're willing to share your list, take the initiative and share it with the others, invite their comments and questions, invite comparison with theirs.

5. Eulogy. Through the above exercises, you've explored the check mark on your life line. This exercise is to explore the future end of the life line. The task is to write the eulogy that you wish it would be possible and realistic to have delivered about you at your funeral. Don't write the eulogy that could realistically be delivered if you died tomorrow, unless that represents all you want to be in the future. So give yourself time, hope and even allow yourself some fantasy and wishful thinking, in composing a eulogy to your life. As in the Who-am-I exercise, this exercise requires reflection, silence, being alone with yourself. Don't share with others until you've written all you can.

Use the rest of this sheet and the back of it to write your eulogy.

6. Fantasy Day. Having explored the check mark and the future end of the life line, now sample the space in between. To do this, construct a fantasy day sometime in the future. The day can be a "special day" that you would really love to experience. Or it can be the kind of "typical day" that you really wish would characterize your life. Or you can create a week instead of a day, etc. The important thing is to create an experience you really want some time in the future.

You may find it helpful to make notes about your fantasy day. If so, use the space below for that purpose. Or you may find it works better to just close your eyes and let your imagination roam.

When you're finished, share your fantasy with the rest of the group.

7. Life Inventory. In this exercise you generate as many answers as you can to a list of seven questions about your values and the resources you have for realizing those values. The seven questions are listed on Pages 5 and 6.

A good procedure for constructing your Life Inventory is as follows. First, take a few minutes alone to write down as many answers to the seven questions as come to mind quickly and without thinking too deeply. In fact, the more spontaneous you can let yourself be, the better. Second, compare the answers generated by you and the other members of the group. This may suggest additional answers, to be added to your own list. Third, use the the other group members as consultants to take a more searching look at your life inventory, to help you discover still more answers.

A. When do I feel fully alive? What things, events, activities, etc., make me feel that life is really worth living, that it's great to be me and to be alive?

B. What do I do well? What have I to contribute to the life of others; of what skills do I have mastery; what do I do well for my own growth and well-being?

C. Given my current situation and given my aspirations, what do I need to learn to do?

D. What wishes should I be turning into plans? Any dreams I've discarded as "unrealistic" that I should start dreaming again?

E. What under-developed or misused resources do I have? (Resources might be material things or talents or friends, etc.)

F. What should I start doing now?

G. What should I stop doing now?

ATTACHMENT
#4

Discussion:

This exercise involves so much interest and feeling that the group discussion usually carries itself, though the trainer may need to guide the focus of comments or may wish to add points from his own observations. (The trainer may allow the groups to discuss the experience among themselves before calling for general discussion.)

The discussion should go beyond the relating of experiences and general observations. Some important questions are: How did members feel when someone holding a key piece did not see the solution? How did members feel when someone had completed his square incorrectly and then sat back with a self-satisfied smile on his face? What feelings did they think he had? How did members feel about the person who could not see the solution so quickly as the others? Did they want to get him out of the group or help him?

When the discussion is under way, the trainer may wish to raise questions which stimulate the participants to relate their feelings and observations to their daily work experiences.

In summarizing, the trainer briefly stresses the relationship of the experiences with squares and the discussion to the points which were previously developed on the chalkboard and to back-home work situations.

Instructions to the Group

In this package are five envelopes, each of which contains pieces of cardboard for forming squares. When the trainer gives the signal to begin, the task of your group is to form five squares of equal size. The task will not be completed until each individual has before him a perfect square of the same size as that held by others.

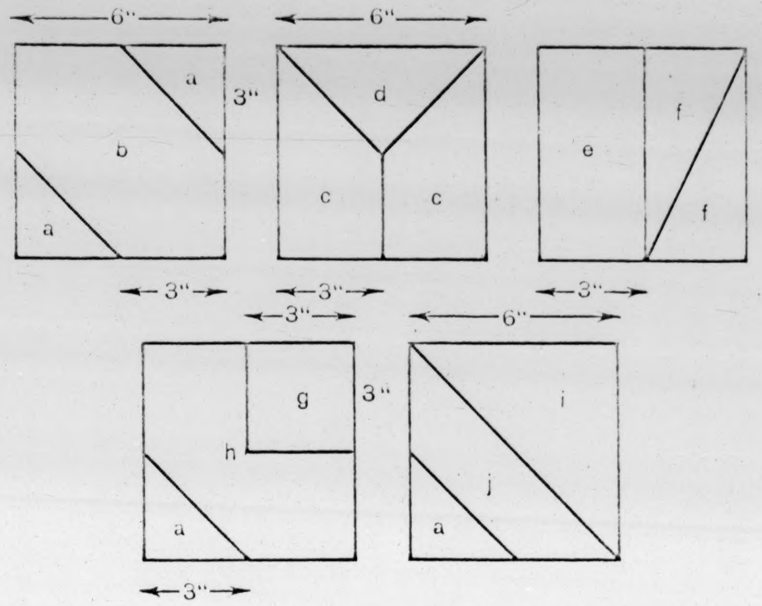
Specific limitations are imposed upon your group during this exercise:

1. No member may speak
2. No member may ask another member for a card or in any way signal that another person is to give him a card
3. Members may, however, give cards to other members.

Directions for Making a Set of Squares

One set should be provided for each group of five persons.

A set consists of five envelopes containing pieces of cardboard which have been cut into different patterns and, when properly arranged, will form five squares of equal size. To prepare a set, cut five cardboard squares of equal size, six by six inches. Place the squares in a row and mark them as below, penciling the letters a, b, c, and so on lightly so they can later be erased.



The lines should be so drawn that when cut out, all pieces marked *a* will be of exactly the same size, all pieces marked *c* of the same size, and so on. By using multiples of three inches, several combinations will be possible that will enable participants to form one or two squares, but only one combination is possible that will form five squares six by six inches.

After drawing the lines on the six-by-six-inch squares and labeling them with lower-case letters, cut each square as marked into smaller pieces to make the parts of the puzzle.

Mark each of five envelopes A, B, C, D, and E. Distribute the cardboard pieces in the five envelopes as follows:

Envelope A has pieces	i, h, e
Envelope B has pieces	a, a, a, c
Envelope C has pieces	a, j
Envelope D has pieces	d, f
Envelope E has pieces	g, b, f, c

Erase the penciled letter from each piece and write, instead, the appropriate envelope letter, as Envelope A, Envelope B, and so on. This will make it easy to return the pieces to the proper envelope for subsequent use.

ATTACHMENT #5

Communication: Speaking Precisely and Listening Carefully

Objectives:

1. To stimulate trainees to listen carefully to others in order to improve their comprehension of what is said.
2. To stimulate trainees to speak more precisely.
3. To further understanding of the complexity of and the difficulties involved in communication.

Materials and Setting:

1. Chalkboard and chalk.
2. Comfortable seating arrangement with chairs which can be moved about in order to form groups of three.

Plan of Procedure:

Trainer involves the group in a discussion of the problems of understanding and being understood by other persons. A vital topic is chosen. Two demonstrators are selected to engage in a discussion in which each must repeat to the other's satisfaction a summary of what the other speaker said before he replies. Following a brief analysis of the demonstration, the entire group is divided into subgroups of three persons each. In each group one individual serves as monitor, while the other two persons perform the exercise. The roles are rotated until each individual has been the monitor. When the exercise has been completed, there are general discussion and evaluation.

Method of Development:

Trainer opens the session by indicating the area of study and asking for suggestions of the kinds of problems which make it difficult for two people to understand each other in a conversation. He may list some of the suggestions on the chalkboard, such as:

1. Inaccurate expression
2. Not talking about the same thing
3. Failing to listen to all that is said
4. Trying to say too much in one statement.

When there appears to be a readiness, the trainer suggests a demonstration to study the problem of communication. He selects two members of the group and asks them to turn their chairs so that they face each other. He helps them select a topic about which they have strong opinions on which they are to take opposing sides. He establishes the rule that each is to recapitulate to the other's satisfaction what the speaker has said before the listener may reply. The demonstrators are told to begin and the trainer serves as moderator to enforce the rule.

The trainer may need to intervene from time to time and ask whether the speaker is satisfied with the listener's recapitulation. The demonstration is allowed to continue until some of the problems are clear. The trainer then asks the group for suggestions. These may be listed on the chalkboard under headings "Speaker" and "Listener." (See listing of some of these under "Ideas for the Discussion and Summary.")

When there has been a recognition of some of the problems and suggestions for improvement, the trainer suggests the entire group form into subgroups of three persons each. Instructions are given that two members of each subgroup are to engage in the discussion while the third serves as monitor, as did the trainer in the demonstration. The same topic may be used or groups may select their own. Monitors are cautioned to listen carefully and to check periodically as to whether a speaker has been satisfied with the recapitulation given by the listener. The activity may be carried on until there have been three conversations, each individual participating twice in conversations and serving once as monitor.

Sufficient time should be allowed for evaluation of the experience and a summary. This the trainer leads, drawing out observations and ideas from the group.

Discussion:

To speak precisely and to listen carefully present a challenge. Some of the common faults are indicated below:

The Speaker:

1. Does not organize his thoughts before speaking
2. Includes too many ideas, often unrelated, in his statement thus making comprehension difficult
3. Ignores answering points made by previous speaker and therefore does not actually respond to what has been said.

The Listener:

1. Does not give undivided attention
2. Keeps thinking about his answers instead of paying full attention
3. Tends to listen for details rather than the essential message.

COLLAGE EXERCISE

I. OBJECTIVES

A. To establish participants' identity
B. To become more aware of one's self
C. To see how other participants view your identity
D. To sharpen participants creativity

II. MATERIALS

Newspapers, magazines, scissors, scotch tape, newsprint, crayon

III. METHOD OF DEVELOPMENT

This exercise is non-verbal. Participants will cut out from magazines and newspaper items describing their identity. The items will be placed on newsprint using glue or scotch tape.

Participants will be given 45 minutes to complete their individual collages. After completing the individual collages, participants will walk around and view each other's collages. If participants see collages which interest them, they will form in 2's and 4's , etc., for a discussion. Each participant will explain his collage and others in the group may feel free to ask questions.

The discussion will center around the following questions.

A. What I like most about myself?
B. What I like least about myself?
C. Femininity - Masculinity
D. How does society view me?

Unconscious		Conscious
	Ideals	
Desires		Image
	Self	Message to the
Depths		World

Collage Exercise

This method can be applied to your collage but it isn't a must that you apply the method.

Many of the well known painters applied the method to their paintings. It was first recognized by a famous painter.

The method should be presented after participants have completed collages.

HOW TO FOLLOW INSTRUCTIONS

1. Read everything before doing anything,
but work as rapidly as you can.

2. Say, "Hello" to the group.

3. Write your first name in the right hand corner of this page.

4. Stand up.

5. Think, You only have one minute to finish this test.

6. Put your hands on your head.

7. Stand and count alound 1 thru 10.

8. Sit down and yell, "I am smart."

9. Draw a picture of a house in the left hand corner of this page.

10. Underline all of sentence eight.

11. Draw an "x" in the lower left hand corner of this page.

12. Draw a circle around the "x" you just drew.

13. Stand up and hop two times on your right foot.

14. Write your full name on this line______________________________.

15. Write your address on this line________________________________.

16. Stand up and shake hands with three people.

17. If you think you have followed instructions up to this point call out,
"I have."

18. Now since you have read everything carefully, only do numbers
one and four.

GROUP PARTICIPATION

Participation is very important in seeing that meetings succeed. Listed below are some suggestions which will help you to get the most out of your groups meetings.

Am I a good participant ...or... a bad participant?

Do I ....

suggest new ideas	___	or	sit and listen?	___
ask questions	___	or	act afraid to ask questions, fear being wrong even though I don't understand?	___
tell what I know about a topic	___	or	never give an opinion or contribute to discussions?	___
speak up and give opinions	___	or	remain silent?	___
focus the group	___	or	wait for others to do it, letting the group stray off the topic?	___
understand the goals of the meeting and direct my words toward them	___	or	constantly stray off the topic and avoid responsibility for directing the discussion?	___
question the common sense and logic of discussions	___	or	accept and agree to everything without question?	___
assist in setting up for meetings	___	or	prefer to be waited on?	___
encourage the group	___	or	criticize all efforts and achievements of the group, acting like the group isn't doing anything?	___
push the group to work on meaningful issues	___	or	stay satisfied with busy-work?	___
act like a peacemaker, try to stop disagreements from becoming personal	___	or	allow friction and ill-feeling to develop within the group?	___
show flexibility and willingness to compromise	___	or	act argumentative not giving in even for the sake of the group?	___
help others to participate	___	or	dominate or allow others to dominate the group?	___

I. Why Have "Rules" at Meetings?

A. Every time people do things together they obey certain "rules." Most of the time these are unwritten rules and people go along with them as a matter of custom.

B. Written or "formal" rules help people to work together better, when the things we have to do get more confusing.

C. Meetings are gatherings where people come together to learn, give, get, or share something. We all have different thoughts, feelings, information, and interests. If we could not agree on rules to guide us, it would be very hard for people to work together at meetings and to benefit from their differences.

D. Rules for meetings should help the group to do its work well and in good time. Rules should protect the rights of group members and help them to express themselves freely.

E. Rules should not prevent the group from bringing out ideas and making decisions. If meeting rules hold down the group, the rules should be changed.

F. Basic Principles

1. One subject is discussed at a time.
2. Each proposal should be freely debated with meaningful discussion.
3. Majority opinion is sought, but the minority should have the right to present its case.
4. Each member has equal rights and responsibilities.
5. The meeting should move along at a rate satisfying to the entire group.

II. What Makes a Good Meeting? You know you are having good meetings when:

A. the group's goals are advanced;
B. attendance is regular;
C. the interests of individual members are furthered;
D. common values and a good feeling for one another are developed.

III. What Officers Can Do to Improve the Meeting.

A. Start on time.
B. End on time (Committees can handle details of issues, Reports should be prepared in advance.)
C. Plan the meeting.
D. Keep the meeting moving. After a brief discussion, the chairman should ask for a motion. Learn how to cut people short; be fair, be courteous, and be brief.
E. Check with the membership. Ask from time to time whether they want to change the meeting time, date, or place. Discuss with them what they want from their meetings.

IV. What members Can Do to Improve the Meeting.

A. Know the rules of meeting.
B. Debate the issues, not the persons who present them.
C. Address the chairman and get recognition before talking.
D. Ask for information if you are in doubt.
E. Speak up if you have something to say on an issue.
F. Assume your share of responsibility for action decided upon by group. (Don't talk "action" and then do nothing!)
G. Keep yourself informed.

V. Plan the Meeting.

A. The agenda is the chairman's guide for timing various items of business so that the really important things are not crowded out.

SAMPLE AGENDA

1. Call to Order (Song or Prayer, optional)
2. Roll call of officers or attendance (optional)
3. Minutes of last meeting.
4. Reports;
   a) Report of Executive Board or Committee
   b) Report of Financial Secretary or Treasurer
   c) Committee Reports
5. Correspondence
6. Old Business
7. New Business
8. Announcements
9. Adjourn

B. A great deal can be accomplished with "common consent." For example, in dealing with the minutes of the previous meeting, ask, "Are there any corrections? If no corrections minutes will stand as presented." Don't bother with "motions" if everyone agrees. Use common consent for accepting reports, writing letters, etc. (The prupose is to get to the main events or issues of the meeting.)

VI. What Makes a Good Chairman? A good chairman is:

A. aware of rules and procedures in order to meet problems which may come up during the meeting;
B. familiar with the constitution and by-laws of the group and understands the group's relationship to other organizations.
C. fair and courteous.

VII. Role of the Chairman The Chairman should:

A. keep the meeting moving, keep speakers on the subject;
B. see that members understand what is going on, which rules apply, and why.

(Ask, "Is this clear?" "Do we all understand this?", etc.)

C. Allow a full discussion so that people are clear about the issues. (Always repeat the motion before a vote is taken.)
D. Protect the minority. (Allow someone to speak for the motion, then alternate with someone against it.)
E. serve as a moderator only taking sides to break a tie vote.

1. Each group has to decide whether it wants a "neutral" chairman or a "leader" chairman. If a "neutral" chairman wants to participate in the discussion he should "step down from the chair," letting the Vice Chairman "assume the chair." When the Chairman is finished speaking on an issue, he should assume the chair again. If the group consents, the Chairman does not need to give up the chair when participating in debate. Whichever policy is agreed upon, it should be followed throughout.

2. The position of chairman should not be used to push a particular decision against the will of group members. Decisions should be made after fair and appropriate discussion. The chairman's job is to help the group reach the decision that is best for the group.

VIII. Role of the Vice Chairman The Vice Chairman:

A. substitutes for the chairman when he is absent from the chair;
B. occasionally serves as coordinator of committee activities;
C. generally assists the chairman, as directed.

IX. Role of the Recording Secretary The Recording Secretary:

A. takes minutes of the meeting; prepares them for presentation;
B. helps the chairman follow the agenda; records and reads the motions when needed;
C. records all votes taken at the meeting and summarizes all reports in brief but exact wording.

GUIDE TO WRITING MINUTES

1. Keep minutes in a permanent book.
2. Leave enough space on sides and between lines for corrections.
3. Always include:
   a. name of group
   b. kind of meeting (regular, special, etc.)
   c. time, date, and place of meeting
   d. name of presiding officer
   e. name of secretary
   f. if a small group, the names of those present
4. Record all business briefly and without personal comment.

5. Record motions in full and include:
   a. the name of the maker of the motion
   b. the motion itself
   c. the action taken
   d. Example: "Mr. Shriver moved that dues be raised from $.25 to $.50 per person per month. After a brief discussion, the motion was carried."
6. Do not include all procedural motions.
7. Do include motions that were defeated, points of order and appeals.
8. Do not include everything that is said. (You won't be able to, anyway.)
9. Wire minutes soon after the meeting at which you took your notes.
10. Read minutes from the permanent copy; read slowly and clearly enough for people to listen.

X. Role of the Corresponding Secretary

The Corresponding Secretary:

A. prepares all correspondence for the group;
B. sees to it that all notices of meetings and all appropriate messages reach members;
C. keeps file of all correspondence received.

XI. Role of Treasurer

A. keeps accurate records; explains finances to members of the organization and, at least once a year, presents a financial statement to membership;
B. reads the record of expenditures for approval at appropriate meetings;
C. make use of visual aids where possible.

N.A.S.A.

DECISION BY CONSENSUS

INSTRUCTIONS: [This is an exercies in group decision-making. Your group is to employ the method of Group Consensus in reaching its decision.] This means that the prediction for each of the 15 survival items must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. Try, as a group, to make each ranking one with which all group members can at least partially agree. Here are some guides to use in reaching consensus:

1. Avoid arguing for your own individual judgments. Approach the task on the basis of logic.
2. Avoid changing your mind only in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree somewhat, at least.
3. Avoid "conflict-reducing" techniques such as majority vote, averaging or trading in reaching decision.
4. View differences of opinion as helpful rather than as a hindrance in decision-making.

On the "Group Summary Sheet" place the individual rankings made earlier by each group member. Take as much time as you need in reaching your group decision.

NASA

Decision By Consensus

INSTRUCTIONS: You are a member of a space crew originally scheduled to rendezvous with a mothership on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important.

_____Box of matches
_____Food concentrate
_____50 feet of nylon rope
_____Parachute silk
_____Portable heating unit
_____Two .45 calibre pistols
_____One case dehydrated Pet milk
_____Two 100lb. tanks of oxygen
_____Stellar map (of the moon's constellation)
_____Life raft
_____Magnetic compass
_____5 gallons of water
_____Signal flares
_____First aid kit containing injection needle
_____Solar-powered FM receiver-transmitter.

FEEDBACK

"Feedback" is a way of helping another person to consider changing his behavior. It is communication to a person (or a group) which gives that person information about how he affects others. As in a guided missile system, feedback helps an individual keep his behavior "on target" and thus better achieve his goals.

Some criteria for useful feedback:

1. It is descriptive rather than evaluative. By describing one's own reaction, it leaves the individual free to use it or to use it as he sees fit. By avoiding evaluative language, it reduces the need for the individual to react defensively.

2. It is specific rather than general. To be told that one is "dominating" will probably not be as useful as to be told that "just now when we were deciding the issue you did not listen to what others said and I felt forced to accept your arguments or face attack from you."

3. It takes into account the needs of both the receiver and giver of feedback. Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end.

4. It is directed toward behavior which the receiver can do something about. Frustration is only increased when a person is reminded of some short-coming over which he has no control.

5. It is solicited, rather than imposed. Feedback is most useful when the receiver himself has formulated the kind of question which those observing him can answer.

6. It is well-timed. In general, feedback is most useful at the earliest opportunity after the given behavior (depending, of course, on the person's readiness to hear it, support available from others, etc.)

7. It is checked to insure clear communication. One way of doing this is to have the receiver try to rephrase the feedback he has received to see if it corresponds to what the sender had in mind.

8. When feedback is given in a training group, both giver and receiver have opportunity to check with others in the group the accuracy of the feedback. Is this one man's impression or an impression shared by others?

Feedback, then, is a way of giving help; it is a corrective mechanism for the individual who wants to learn how well his behavior matches his intentions; and it is a means for establishing one's identity - for answering Who am I?

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COMMUNICATION TEST
TRUE OR FALSE

1. Whenever you communicate with another individual, there is one message transmitted in the exchange. T___ F___

2. It is a naive assumption to assume that if we communicate effectively, people will do what we want them to do. T___ F___

3. Good communication is the art of selling and persuasion. T___ F___

4. The best way to get a message communicated is to state your points loudly and frenquently. T___ F___

5. A good salesman will assume the total burden of communicating to a buyer, he sells and the buyer buys. T___ F___

6. In a conversation a listener is only being influenced. T___ F___

7. Communication is a one way influence attempt from a speaker to a listener. T___ F___

8. There are four basic ground rules a listener will insist upon from a speaker; (A) You can try to influence me provided I have the right, in turn to attempt to influence you. (B) The methods you employ to influence me must be visible and out in the open. (C) The value involved in whatever you are trying to sell me must not violate a value of mine that is as high as, or higher than, your value. (D) I must have the right to make the final choice, this is my right of self determination. T___ F___

9. Communication is learned. T___ F___

10. The experienced and successful communicator expects resistance to his influence attempts in communication. T___ F___

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Leadership Development
Time: 20 minutes

Read the following statements first. Then rank them in the column at the right in the order of their importance to you, using the scale from 10 (most important) to 1 (least important).

------------------------------------ RATING

1. Black is Beautiful ________
2. We shall overcome, someday ________
3. Power To The People ________
4. Black and white - together ________
5. Time changes all things ________
6. 40 acres and a mule ________
7. Black people are really hurting their own cause ________
8. Some of my best friends are white ________
9. Power corrupts ________
10. Knowledge is power ________
11. Green Power ________
12. You can't change City Hall ________

[illegible]
[illegible] Madison Avenue
New York, New York 10016
[illegible]

Leadership Development
Time: 10 minutes

Read the following statements and indicate below whether you agree or disagree with them:

	AGREE	DISAGREE
1. The best way I can help the poor people of this community is to make sure they know where our service center is located.	______	______
2. Most people in this area just simply are not interested in doing anything to change the conditions of the neighborhood.	______	______
3. Most of the people in the neighborhood which we serve don't really know about our program.	______	______
4. I think my job as a community service worker is the best thing that has ever happened to me. I get a real joy out of helping people with problems.	______	______
5. It is important to show welfare mothers that they can have pride and dignity if they go to work or take a training program. After all, the most important thing in life is having your self-respect.	______	______
6. I feel that as long as I get to work everyday on time and do my part, no one should have any complaints about me.	______	______
7. If I were the Director of this center, I could get much more done. We seem to be going in the wrong direction.	______	______
8. My workload is really too heavy for any one person. We need more staff.	______	______
9. The Board of this center is too far removed from the problems of the community.	______	______

	AGREE	DISAGREE
10. The people I work with on staff and in the community are ok, but I really couldn't see them as my friends	______	______
11. It is really useless to talk about changing the system. It's rotten and corrupt and will stay that way, no matter what we do.	______	______
12. Puerto Ricans and Blacks can never be friends. Blacks resent Puerto Ricans because they think they are white. Puerto Ricans think Blacks are the lowest thing on Earth.	______	______
13. The way to make it in this society is to get an education, get a good job and move to the suburbs.	______	______
14. All in all I think our center is doing a good job.	______	______

EXPERIMENTAL VS TRADITIONAL LEARNING

TRADITIONAL	EXPERIMENTAL
Teacher - Tell, gives information, sets goals	Trainer - Listens, responds to groups' needs collaborates on goals
Student - listens, drills, takes notes, possibly learns	Participants - actively take part in learning
Materials - books, handouts, lectures	Materials - the same plus the here and how behavior and experience of group and individuals
Climate - competitive	Climate - collaborative
Goals - Same for all students	Goals - Different for each participant

SITUATION 1

Role A You are a block worker and you have been trying to get some trees for your neighborhood. You have an appointment with the park commissioner to try to get his support for the planting of trees. You are not very hopeful as he has not been very cooperative in the past. This is a meeting with him.

Role B You are the city park commissioner and you have an appointment with one of the block workers from a poverty neighborhood who is trying to get trees planted in her neighborhood. You are sympathetic to her cause but have no money in your budget since the money was spent to provide jobs for blacks and feel that this could cause trouble for you in your job from your superiors if this came to light.

SITUATION 8

Role A You are a local director of a local human relations commission and are about to have a meeting with a black, about the needs for programs in his neighborhood. You have heard about the influence that he has in his neighborhood and are eager that the Human Relations programs be useful and make an impact upon the neighborhood but you are conceived that he will put you in the "white bag" and not let you get out. This is that meeting.

Role B The local director of a human relations commission has asked yto meet with you to discuss setting up a program in your neighborhood. You are not very hopeful with respect to the outcome of this meeting as you feel that the Human Relations programs have really been useless in the past. However, you are willing to give it a try. This is that meeting.

SITUATION 3.

Role A You are a street worker who works with drop outs and have just started talking to a 15 year old who left school two weeks ago. You realize the importance of his finishing his education. You want to find out the reasons for his quitting and see if you can either get him back in school full-time or set up a work study program. However, you can really promise nothing, as schools are difficult to deal with and jobs are not easy to find. This is that discussion.

Role B You are a 15 year old who recently quit school. A street worker has just started to talk with you. You are somewhat suspicious of his motives. In addition, you really would like to finish school but are embarrassed by your clothes and lack of money which makes it difficult to return. This is that meeting.

MSS
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SEDFRE

NEIGHBORHOOD ACTION INSTITUTE, GARY, INDIANA
BLACK ELECTED OFFICIALS IN INDIANA 1969

Box 24
Folder 5

State Historical Society of Wisconsin

Please Retain Original Order

Report on:

THE INSTITUTE FOR BLACK ELECTED OFFICIALS
(IBEO)

Washington Hilton Hotel
Washington, D.C.

September 11 - 14, 1969

In attempting to report on what took place at this four-day meeting, one has only to read the newspaper accounts to realize that very little of substance was actually achieved. From the very beginning, it was obvious that this was a "Sutton-Dymally thing" designed to project the images of these two men nationally and to clearly establish them as the key Black political leaders. The response of the mid-west where we have the greatest concentration of higher level Black elected officials was to organize a Black caucus friendly to, but separate from IBEO.

While the MARC staff worked hard to produce a meeting that would draw national attention, many officials publicly and privately complained about the lack of time allotted for participant discussion, the tightly structured agenda, the failure of the government panelists to provide concrete data or answers that they could take back home and the vagueness of the Nixon men about "new" federal programs and their implementation.

So numerous were the panelists and resource persons and so lengthy were their speeches that when it came time for the participants to raise questions (which also took the form of speechifying) the session found itself completely out of time. All of the sessions were conducted in the format of large and small forums and although they did not always commence on time, most of them ended with participants standing before a mike and being cut off. A copy of the agenda is attached.

On the positive side, IBEO did accomplish the following:

1. Developed an up-to-date roster of Black elected officials

2. Brought together at least 200 Black elected officials who were able to begin to identify with each other through the caucus technique, i.e. Black lawyers; educators; aggressive legislators versus conservatives

3. Provided direct contact with government personnel implanted in hospitality rooms available, if not particularly well-informed, to speak with conferees throughout the entire Institute

4. Created an opportunity for Black elected officials to let the Nixon Administration know how they felt (which finally had to concede was of little importance to Mr. Nixon)

5. Permitted all participants access to more government publication than any of them could have been reasonably expected to carry home.

6. Initiated the formation of a National Center for Black Politics to directly service Black elected officials with the exchange of information on legislative tactics, strategies, campaign methods, local problems, etc. Temporarily based in Chicago, a projected budget of $30,000 will have be raised from among the contacts of Black elected officials. Membership is to be open to all Black elected officials holding public office.

Some of the questions raised by the participants which went unanswered were:

1. Why can't there be an office of minority Economic Development set up in the office of the Presidency with a Black man named as a special assistant?

2. How can we get more Blacks at the decision-making level?

3. How can we get federal monies to pay carpenters to build houses?

4. When cities come up with their share of financial resources, how can we get federal matching funds?

5. How can we get through the maze of bureaucracy?

6. How can we get Black federal staff to come directly into local communities?

7. How many cities have had to use the Green Amendment to allow local governments to take over?

8. How can Black elected officials achieve veto power over locally administered programs?

9. What can be done to force the administration to put the money where the problems are?

10. Why is nothing being done about rural areas?

11. If there is another national meeting of this type, why can't we deal with the question of how to organize for Black political power i.e. methods and techniques of voter registration, campaigning, development and passage of legislation favorable to the Black community?

12. How can Black elected officials effectively assume the duties of office?

13. How can we begin to more directly involve Black youth in political action?

14. How can conferences of this type help with personal and specific problems (Birchers, racist, etc.)

Most of the participants felt that the best thing coming out of IBEO was the Black caucus and the setting of the National Center. Frieda Mitchell of South Carolina has agreed to keep us informed on its progress and development. She has been selected to serve as temporary ~~Treasurer~~ Secy. Assemblyman Arthur Eve of Buffalo is temporary Chairman, and State Senator Charles Chew, Jr. of Chicago is Vice-Chairman and Treasurer.

S Lacy

INDIANA

Black Elected Officials in Indiana

Dozier Allen
Councilman
532 E. 21st Ave.
Gary, Ind. 46407

Russell Allen
210 E. Second Street
Michigan City, Ind. 46360

Dr. Iverson Bell
School Board
Terre Haute, Ind.

Mr. Roselle Boyd
County Councilman
City-County Building
Indianapolis, Ind.

Elizabeth Bridgewaters
School Board Member
925 West SeventhStreet
Bloomington, Ind. 47401

Hoyt C. Brown
Justice of Peace
2621 Lincoln Street
Gary, Ind.

Dr. Joseph Casey
School Board Member
610 E. Way Drive
Marion, Ind. 46952

Mrs. Harriet B. Conn
State Representative
308 Northern Avenue
Indianapolis, Ind. 46208

Ray P. Crowe
Representative
State House
Indianapolis, Ind. 46204

Isaac Davis
Advisory Board Member
1432 W. 25th Avenue
Calumet Twp, Gary, Ind.

James Dent
Councilman
3809 Main Street
East Chicago, Ind.

Choice Edward
Representative
State House
Indianapolis, Ind. 46204

Robert D. Frantz
School Board Member
5246 N. Cornelius Avenue
Indianapolis, Ind. 46208

Mrs. Henry Gibson
County Recorder
2934 North Ill. Street
Indianapolis, Ind.

Wilbur Grant
Judge, Superior Court #2
2202 North Capitol
Indianapolis, Ind.

Allen Hancock
2642 Ohio Street
Michigan City, Ind.

Richard G. Hatcher
Mayor
Municipal Building
Fourth and Broadway
Gary, Indiana

Jesse Jacobs
419 West 40th Street
Indianapolis, Ind. 46260

Rufus C. Kuykendau
Judge, Superior Court #6
2202 North Capitol
Indianapolis, Ind. 46202

Mrs. Jessie G. Mitchell
Councilwoman
2101 Ohio Street
Gary, Ind. 46407

INDIANA

Dr. C. K. Newsome
School Board Member
415 East Mulberry Street
Evanston, Ind. 47713

John Nuchols
Councilman
930 East Washington St.
Fort Wayne, Ind.

Dr. Benjamin Osborne
Center Township Trustee
Indianapolis, Ind.

Paul Patterson
School Board
110 South Eighth Street
Richmond, Ind 46370

Frank H Perry
Councilman
1900 Hayes Street
Gary, Ind.

Rev L. E. Shields
School Board Member
5136 N. Michigan Road
Indianapolis, Ind 46208

Quentin P. Smith
Councilman
1988 Roosevelt Street
Gary, Ind. 46404

James L. Thomas
4837 McCook
E. Chicago, Ind.

John Todd
Councilman
5319 Culvert
Lawrence, Ind.

Cleo Wesson
Councilman
2456 Maryl and St.
Gary, Ind. 46407

Bernard L. White Jr.
Representative
State House
Indianapolis, Ind. 4620

Dr. Alexander Williams
County Coroner
751 Washington
Gary, Ind.

Emmett Wise
School Board Member
720 Franklin
Michigan City, Ind. 4636

2:00 - 5:00 p.m.—CONCURRENT WORKSHOPS

Workshop A—

Presiding:
Clarence Mitchel, III
State Senator, Maryland

Topic:
"Reapportionment and Voting Rights"

Speaker:
Richard M. Scammon, Director
Elections Research Center,
Governmental Affairs Institute
Washington, D. C.

Panelists:
- Congressman Louis Stokes, Ohio
- Ernest N. Morial, State Representative, Louisiana
- Avon N. Williams, Jr. State Senator, Tennessee

Workshop B—

Presiding:
Robert Blackwell, Mayor,
Highland Park, Michigan

Topic:
"Federal Economic Programs and the Black Community"

Panelists:
- Donald Rumsfeld, Director Office of Economic Opportunity
- George P. Shultz, Secretary of Labor
- Thomas F. Roeser, Director, Office of Minority Business Enterprise, Department of Commerce
- Darwin Bolden, Executive Director, Interracial Council for Business Opportunity

Workshop C—

Presiding:
James P. Coates,
President, School Board
Washington, D. C.

Topic:
"Federal Resources for Education"

Speaker:
Leon M. Lessinger, Associate Commissioner for Elementary & Secondary Education, U.S. Office of Education

Panelists:
- Barney Hilburn, School Board, Oakland, California
- Mrs. Wilhelmina Delco, School Board, Austin, Texas
- Dr. C. G. Gomillion, School Board, Macon County, Alabama
- Dr. Elias Blake, Director Institute for Services to Education Washington, D. C.

Workshop D—

Presiding:
Joseph Kennedy, Judge,
Municipal Court,
San Francisco, California

Topic:
"Equal Opportunity and the Law"

Speakers:
- Jerris Leonard, Assistant Attorney General Civil Rights Division Department of Justice
- Arthur A. Fletcher, Assistant Secretary of Labor
- William H. Brown, III, Chairman, Equal Employment Opportunity Commission

Panelists:
- Joseph Howard, Judge Supreme Bench of Baltimore City, Baltimore, Maryland
- Jack Greenberg Director-Counsel, NAACP Legal Defense and Educational Fund, Inc.
- Henry Marsh, City Council, Richmond, Virginia

6:00 p.m.—RECEPTION—Poolside — (Host: Ramon S. Scruggs, American Telephone & Telegraph)

8:00 p.m.—DINNER—International Ballroom Center

Presiding:
Co-Chairman Mervyn M. Dymally,
State Senator, California

Topic:
"The Negro in American Politics"

Speakers:
- Julian Bond, State Representative Georgia
- Richard Hatcher, Mayor, Gary Indiana

SUNDAY, SEPTEMBER 14, 1969

9:30 a.m. - 12:00 noon—EVALUATION SESSION
A-D Topic: Crystal Room
"The Needs of Negro Elected Officials — Institute Evaluation"

The Institute is appreciative of the help it received from many individuals and organizations. We would like to acknowledge the exceptional support and cooperation of the following:

- **The National Urban League**
- **The Republican National Committee**
- **The Democratic National Committee**
- **Voter Education Project of the Southern Regional Council**
- **Urban Affairs Institute**

INSTITUTE FOR BLACK ELECTED OFFICIALS

Washington-Hilton Hotel
Washington, D. C.

September 11 - 14, 1969

Co-Chairmen

Mervyn Dymally	**Percy Sutton**
Louise Reynolds	**Woodrow Wilson**

Sponsored By

Metropolitan Applied Research Center, Inc.

New York - Washington

Program

INSTITUTE FOR BLACK ELECTED OFFICIALS

THURSDAY, SEPTEMBER 11, 1969

1:00 - 8:00 p.m.—REGISTRATION—Concourse Level

3:30 p.m.—Departure for White House Tour

6:30 p.m.—Reception—Terrace (Host: Pepsi Cola Company)

8:00 p.m.—Dinner—International Ballroom East

Presiding:
Co-Chairman Percy E. Sutton
President, Borough of Manhattan
City of New York, N.Y.

Invocation:
Rev. David Eaton
Pastor, All Souls Unitarian Church, Washington, D. C.

Greetings:
Walter E. Washington
Mayor, Washington, D. C.
Senator Fred Harris, Chairman
Democratic National Committee
Jim Allison, Jr., Deputy Chairman
Republican National Committee

Keynote Address:
Dr. Kenneth B. Clark, President
Metropolitan Applied Research Center, Inc.

FRIDAY, SEPTEMBER 12, 1969

8:00 a.m. - 6:00 p.m.—REGISTRATION—Concourse Level

9:00 a.m.—GENERAL SESSION—International Ballroom Center

Presiding:
Co-Chairman Woodrow Wilson
State Senator, Nevada

Topic:
"The Domestic Policies and Programs of the Nixon Administration"

Speaker:
Herbert Stein, Member
President's Council of Economic Advisers

Panelists:
- Floyd McCree, Mayor
  Flint, Michigan
- Howard N. Lee, Mayor
  Chapel Hill, N. C.
- Mrs. Marian Wright Edelman
  Washington Research Project
- Charles Evers, Mayor
  Fayette, Mississippi

12:30 p.m.—LUNCH—International Ballroom Center

Presiding:
To Be Announced

Speaker:
To be announced

2:00 - 5:00 p.m.—CONCURRENT WORKSHOPS

A. Federal and State Legislators and Elected State Officials - Military Room

Presiding:
Cloves Campbell, State Senator, Arizona

Topic:
"The Federal and State Legislator and the Problems of the Black Community"

Speakers:
- Congressman John Conyers, Jr.
  Michigan
- Leroy R. Johnson, State Senator
  Georgia

Panelists:
- Congressman Robert N. C. Nix
  Pennsylvania
- Bill Greene, State Representative, California
- Richard H. Newhouse, Senator, Illinois
- A. June Franklin, State Representative, Iowa

B. County and Municipal Legislators and Elected Officials - Jefferson Room

Presiding:
Mrs. Vel Phillips, Board of Aldermen, Milwaukee, Wisconsin

Topic:
"Housing and Urban Development and the Black Community"

Speaker:
Samuel C. Jackson, Assistant Secretary for Metropolitan Development, Department of Housing and Urban Development

Panelists:
- Carroll Harvey, Special Assistant to the Mayor for Housing and Urban Development,
  Gary, Indiana
- Terry A. Francois,
  Board of Supervisors,
  City and County of San Francisco, California
- Jack E. Wood, Jr.
  Executive Co-Director, National Committee Against Discrimination in Housing
- Q. V. Williamson,
  Board of Aldermen,
  Atlanta, Georgia

C. School Board Members—Crystal Room West

Presiding:
Rev. W. Hazaiah Williams
President, School Board
Berkeley, California

Topic:
"School Desegregation — North and South"

Speaker:
Leon H. Panetta, Director
Office of Civil Rights,
Department of Health, Education, and Welfare

Panelists:
- Mrs. Rachel B. Noel
  School Board
  Denver, Colorado
- Julius W. Hobson,
  School Board
  Washington, D. C.
- Robert L. Carter
  Former General Counsel
  NAACP
- Dr. Arenia C. Mallory
  School Board
  Holmes County, Mississippi

D. Elected Officials Involved with Law Enforcement—Crystal Room East

Presiding:
Harold L. Wood, Judge Family Court, Westchester Cty, New York

Topic:
"Law Enforcement and the Black Community"

Speaker:
Charles H. Rogovin, Administrator, Law Enforcement, Assistance Administration, Dept. of Justice

Panelists:
- George W. Crockett, Jr.
  Judge, Recorder's Court
  Detroit, Michigan
- Patrick Murphy, former Director,
  Office of Public Safety
  Washington, D. C.
- William H. Booth
  Judge of Criminal Court of
  City of New York
- Roger Wilkins,
  former Director,
  Community Relations Service,
  Department of Justice

SATURDAY, SEPTEMBER 13, 1969

9:00 a.m.—GENERAL SESSION—International Ballroom East

Presiding:
Co-Chairman Louise Reynolds
Board of Aldermen
Louisville, Kentucky

Topic:
"Health and Welfare and the Black Community"

Panelists:
- Robert H. Finch
  Secretary of Health, Education, and Welfare
- Shirley A. Chisholm,
  Congresswoman, New York
- Dr. George A. Wiley,
  Executive Director
  National Welfare Rights Organization
- Dr. Kenneth W. Clement,
  former President,
  National Medical Association

MSS
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SEDFRE

NEIGHBORHOOD ACTION INSTITUTE GARY INDIANA
GENERAL CORRESPONDENCE, NOV 1968-MAR 1969

Box 24
Folder 6

State Historical Society of Wisconsin

Please Retain Original Order

November 13, 1968

TO: Ronnie Moore

FROM: Bob Jackson

SUBJECT: Advance funds

This is a memo to request One Thousand Dollars ($1,000.00) advance from SEDFRE for rent, supplies, and phone, per our conversation of November 13. I would greatly appreciate your prompt attention to this matter so that we can become operational on November 18.

I have been working with CEP and their auditor concerning the difficulties in the pay system and feel that that can be worked out satisfactorily. I will not hire anyone, however, until the contract has been signed. At the time of hiring, I will then call upon you to come here to provide orientation and training for the staff for at least three (3) days.

We have located an office in the Gary Neighborhood House at 1700 Adams Street and we will move in on November 18th. I will inform you of the phone number as soon as they are obtained.

Thanks for your aid and I will continue our contacts.

CONCENTRATED EMPLOYMENT PROGRAM

INTER-OFFICE MEMORANDUM

Date November 14, 1968

TO Mr. Wallace White, Director and
Title The Entire CEP Staff

FROM Mr. Steve Morris
Title Senior Coordinator, NS

SUBJECT

Someone has stated that the English language is totally inadequate as a tool for expressing ideas. I find this to be true at this point.

As human beings, we have developed all kinds of methods and subterfuges to deny the omnipresent spectre of death, but it is with us, and none of us can quite prepare for it. Such was the case when my mother passed. Being human and prone to deny the reality of her failing health, I was not ready for her demise. My mother was, however, and as good fortune would have it, so were you.

Please understand that as a result of my mother's death, I have fully begun to understand and appreciate the term, "CEP family." All of you made me feel that I am indeed "somebody." You rallied around me in such a way that even though shaken by the pangs of grief, I was able to draw great comfort from your physical presence and your thoughtfulness.

So if this memo seems emotional, it is because it is written out of deep emotion.

My family and I shall be forever grateful for your kindness.

Steve Morris

Steve Morris

November 14, 1968

Mr. Jim Gibson
Potomac Institute
18 & P Streets, N.W.
Washington, D.C.

Jim:

Just wanted to keep you abreast of my progress. I hope that you will be coming up soon.

Give my regards to Kathy. Thanks again for everything.

Bob

BJ:cym

Enclosure

November 14, 1968

Mrs. Wydell Bullock
United Planning Organization
1100 Vermont Avenue, N.W.
5th Floor, Training Division
Washington, D.C.

Wydell:

Suprise! I am in Gary to direct the Gary Training Institute and have been here for one (1) month. I am attempting to provide leadership development training, parliamentary procedure and skills development training to staff and board of existing federal programs as well neighborhood groups. My primary concern, of course, is the development of neighborhood groups. I must tell you that the neighborhood awareness here is below that of D. C.

One of the things that I will be primarily concerned with will be sessions on "how to hold a meeting" . I am writing to you to request some of those illustrated brochures that U.P.O. had at one time. I noticed that you had one of those brochures on your wall in the office. I would like you to send me one with information on how to obtain additional copies.

Your prompt attention to this matter will be greatly appreciated, and I thank you in advance. I hope that we can maintain contact.

Sincerely,

Bob Jackson

BJ:cym

November 14, 1968

TO: David Helper

FROM: Bob Jackson

SUBJECT: Materials for SEDFRE "Bible"

Dave, I am writing to you at this time to request that you duplicate the relative materials in your "bible" , so that I may begin to establish a reference file. We talked about your doing this last week and I wanted to write and remind you. Your prompt attention will be greatly appreciated.

My address is 1700 Adams Street, Gary, Indiana 46407.

Mr. David Helper
Scholarship Education and Defense
Fund for Racial Equality
164 Madison Avenue
New Yoŕk, New York

November 14, 1968

TO: JIM HOLLAND

FROM: BOB JACKSON

Jim:

This memo is to continue our contact regarding training for Model Cities staff. I will be ready to begin discussing contractual arrangements whenever it is convenient for you. I still think that it may be a good idea to train Model Cities staff in conjunction with CEP staff and if you and Wally White can work that out, it would create no fifficulties with me.

Thanks for all the help that you have given me and I will continue our personal contacts, I just wanted to put something in writing.

Mr. Jim Holland
Director
Model Cities Program
401 Broadway
Gary, Indiana 46402

November 14, 1968

TO: HANK SMITH

FROM: BOB JACKSON

~~SUBJ~~

Brother Hank:

I am writing to ask you to send me written materials from SEDFRE that may be of assistance to me. I wanted to begin compiling a frame of reference, and any help you can give will be dynamite.

I enjoyed our get-together on the week-end, and look forward to your presence in Gary, to do staff orientation and staff training as soon as I hire staff. Thanks.

Mr. Hank Smith
Scholarship Education and Defense
Fund for Racial Equality
164 Madison Avenue
New York, New York

Robert J.

SEDFRE 11/15/68

INTER-DEPARTMENTAL MEMORANDUM

To: Staff

From: Ronnie Moore

Nils Douglas has passed on to us the attached resolution for the purpose of using Housing Authority facilities for community purposes. Please check out the agreement where you work, and maybe we can use these facilities for our workshops.

R

November 15, 1968

MEMO

TO: BILL SMITH

FROM: BOB JACKSON

Bill:

This is a follow-up memo to maintain contact with Metro Corps. Since my arrival here, I have been talking to the Directors of the various programs and community persons in an effort to get the Training Institute established. We will be located in the Gary Neighborhood House at 1700 Adams Street.

During my talks with Gary Stewart, we talked of the need for training within Metro Corps. I understood at that time that he was working on a staffing pattern and would contact me reagarding staff training once that pattern had been completed. In our talkes, however, there was mention of the need for traini ng of the Board and we identified the following:

1. Assisting the Board Members to become sensative to each other. There is a general feeling that Members of the Board have difficulty communicating with each other.

2. Board Members need a training program which will help them understand the function and responsibilities of how a Board operates.

3. Board Members could use training in how to interpret the program to community residents.

I wanted to let you know that the Institute will be providing this type of training and I will talk to you regarding it later this week.

Looking forward to meeting with you, Gary and Frank to further our discussions.

Bob

November 16, 1968

Results of
Meeting with Allen, Goodson and White

RE: CEP CONTRACT

1. Write proposal including typical days' activity of services provided by N.A.I.
2. Allen will get the Corporate Book and Seal for us.
3. Two (2) months projection of expenditures after contract is signed.
4. 11:00 a.m. meeting Monday 11-18-68 with Clay at 1619 W. 11th Avenue
   Re: Wormen's Compensation Insurance
5. Contact Incorporators
6. Obtain In-kind of contribution forms from Mildred Smith
7. Obtain from Bob Forst copies of training outlines received from SEDFRE.

November 18, 1968

TO: Wallace White

FROM: Bob Jackson

SUBJECT: Accomodations provided by CEP

Wally:

This is to give written gratitude for the tremendous manner in which we were accommodated by your Office and the entire CEP Program. It is this typeof teamwork by Black folk which will propel us to the destiny that we are all seeking.

I also wanted to compliment you on the executionof your program and the good sense of spirit that exists therein. I know that your acts were not a big "thing" to you, but they were "out of sight" to me and Carmen.

Looking forward to a continued working relationship.

Thank you sincerely for everything.

BOB

BJ:cym

Mr. Wallace White
Consentrated Employment Program
738 Broadway
Gary, Indiana 46402

November 18, 1968

TO: Miss Elaine Bellis

FROM: Bob Jackson

SUBJECT: How Beautiful you are

Elaine:

This is written testimony of my thanks for the beautiful manner you handled all of the headaches we provided you with, ie. telephone messages, typewriters, office space, etc. I am aware that there may have been times that we were a burden to you, but I must compliment you in the manner in which you constantly maintained your composure and also always very helpful.

Wally White is fortunate indeed to have an Administrative Assistant of your caliber. You are an exceptional example to the Clerical Profession in general and to CEP in particular.

Thanks a million.

BOB

BJ;cym

Miss Elaine Bellis
Concentrated Employment Program
738 Broadway
Gary, Indiana 46402

SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY inc.
164 MADISON AVENUE
NEW YORK, N.Y. 10016
(212) 532-8216

November 19, 1968

Robert Jackson
738 Broadway
Gary, Indiana 46402
3rd Floor

Dear Bob:

Enclosed is the $1000 to open the account for the Neighborhood Action Training Institute in Gary. I am enclosing a copy of the flyer on the new Technical Assistance Program. Will send you more if you want them.

We begin the training for New York City school decentralization tomorrow. Things are hetic here as always.

Best of luck.

Cordially,

Marvin Rich
Executive Director

Enclosures as stated

Contributions are deductible for income tax purposes

■ *president:* Andrew E. Norman ■ *vice presidents:* William S. Ellis, Nannette Sachs ■ *secretary:* Ezra Levin ■ *treasurer:* Shelley Appleton ■ *executive director:* Marvin Rich ■ *leadership development director:* Ronnie M. Moore ■ *legal director:* Carl Rachlin ■ *BOARD OF DIRECTORS:* Nils R. Douglas, *chairman* ■ James Baldwin ■ Katrina McCormick Barnes ■ Allan Barton ■ Jonathan Bingham ■ Canon James P. Breeden ■ Robert Curvin ■ Charlotte Devree ■ Robert F. Drinan, S.J. ■ Michael O. Finkelstein ■ Doris Freedman ■ James T. Harris, Jr. ■ Claude Heckscher ■ Norman Hill ■ Arthur Kimmelfield ■ Dr. Archie Lacey ■ Jeremy Larner ■ Joann List Levinson ■ John Lewis ■ Leon Modeste ■ Henry Morgenthau, III ■ Dr. William Stuart Nelson ■ Edward Norton ■ Richard J. Schwartz ■ Elaine Slater ■ Rowland Watts

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CITY OF GARY

Concentrated Employment Program

WALLACE WHITE
Executive Director

BENJAMIN T. LUNA
Deputy Director

ADMINISTRATIVE OFFICES
738 Broadway
Phone 885-0564

NEIGHBORHOOD CENTERS
1620 Broadway
Phone 883-2118

1136 Broadway
Phone 883-4157-8-9

601-605 W. 11th Ave.
Phone 883-9681-2-3

TRAINING CENTER
900 Madison St.

JOB CLINIC
400 W. 5th Ave.
Phone 883-4121-2-3

RICHARD G. HATCHER
Mayor

November 21, 1968

Director
Neighborhood Training Institute
1700 Adams Street
Gary, Indiana

Dear Sir:

Operation Mainstream is currently involved in taking photographs at the offices of all of the CEP components. These pictures will be used for promotion purposes and a portion of these pictures will be included in the Concentrated Employment Program Yearbook.

Our photo-lab team will visit your office, in a few weeks, to take pictures of you, your staff, and other persons involved in our program. However, if you are planning graduation exercises before they make their visit, will you please notify us by calling 882-9373.

Your kind consideration and cooperation in this matter will be greatly appreciated.

Very truly yours,

Frank Wm. Collins

Frank Wm. Collins, Director
OPERATION MAINSTREAM

ml

**SCHOLARSHIP,
EDUCATION AND
DEFENSE
FUND FOR
RACIAL EQUALITY** inc.
164 MADISON AVENUE
NEW YORK, N.Y. 10016
(212) 532-8216

November 25, 1968

Mr. Robert W. Jackson, Director
Neighborhood Action Training Institue
1700 Adams Street
Gary, Indiana

Dear Bob:

By now you should have received the check from Marvin Rich. I am sorry that your memo arrived in the office at a time when I was out, therefore, there was some delay in getting the check to you. Please keep me posted as to contract negotiations and as soon as you hire staff; I will be very glad to come and help you train them.

If there are any other problems that come up between now and then please let me know.

Take care dear brother.

Sincerely,

Ronnie

Ronnie M. Moore
Director, Leadership Development

RMM:ldb

Contributions are deductible for income tax purposes

■ *president:* Andrew E. Norman ■ *vice presidents:* William S. Ellis, Nannette Sachs ■ *secretary:* Ezra Levin ■ *treasurer:* Shelley Appleton ■ *executive director:* Marvin Rich ■ *leadership development director:* Ronnie M. Moore ■ *legal director:* Carl Rachlin ■ *BOARD OF DIRECTORS:* Nils R. Douglas, *chairman* ■ James Baldwin ■ Katrina McCormick Barnes ■ Allan Barton ■ Jonathan Bingham ■ Canon James P. Breeden ■ Robert Curvin ■ Charlotte Devree ■ Robert F. Drinan, S.J. ■ Michael O. Finkelstein ■ Doris Freedman ■ James T. Harris, Jr. ■ Claude Heckscher ■ Norman Hill ■ Arthur Kimmelfield ■ Dr. Archie Lacey ■ Jeremy Larner ■ Joann List Levinson ■ John Lewis ■ Leon Modeste ■ Henry Morgenthau, III ■ Dr. William Stuart Nelson ■ Edward Norton ■ Richard J. Schwartz ■ Elaine Slater ■ Rowland Watts

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November 25, 1968

Mr. Montague Oliver
1111 E. 19th Avenue
Gary, Indiana 46407 – 883-2922

Dear Mr. Oliver:

This is for your information in the event that you desire to attend.

Any questions concerning this workshop, can be answered by contacting the Neigborhood Action Institute at 882-1550.

The Conference is planned for January, 1969.

Respectfully yours,

Bob Jackson,
Director

BJ:cym

cc. Mr. Frederick C. Ford
2132 W 14th Avenue
Gary, Ind
882-2493

November 26, 1968

Mrs. Sylvia Taylor
5114 Greenwood
Chicago, Illinois 60615

Dear Mrs. Taylor:

This is written correspondence concerning our conversation. I was very glad to have talked with you and I enjoyed it tremendously.

I am glad that we were able to get together.

My impressions were that although you have not done training previously, you have a knowledge of what it is about and a willingness to learn. It is the last trait accompanied with your overall sharpness that impressed me most. Therefore, I want to commit myself to stating that when the CEP Contract is signed, I will bring you aboard the Neighborhood Action Institute staff. I feel that you will be an asset to the total development of the Institute and the Gary Community.

I will contact you as soon as the Contract is signed.

Sincerely,

Bob Jackson

BJ:cym

[Nov 1968]

I. Meet with Holland, Morgan, Stahle (ask of training)

Meet with Executive Committee of Model Cities
What are the issues within the group,

Shirley Hines - Technical Advisor of Committee will call, concerned with lack of involvement of citizenry.

II. Model Cities

Assess the problem

3-day Lab.

$9,000.00 budget for training

Read Naparstek's memo:

a. Identifying training needs:

(1) How to lead small groups;

(2) How to incorporate community ideas

(3) Communication between citizens and system

III. CRP Surveyors

Human Relations - $1,600.00 - Charlie King

To train cops in sensitivity

December 2, 1968

TO: Bill Stahle & Jim Holland

FROM: Bob Jackson

SUBJECT: Training Schedule for Model Cities' Board of Directors

This is projection of Neighborhood Action Institute as to special sessions with your Board of Directors in an effort to give some concentrated sustained training.

Please go over the following schedule: Bi-weekly sessions starting the second week of January, 1969, to be held on Wednesday evenings from 7:30 p.m. to 9:30 p.m. and to be continued for a period of six months until June, 1969. Said sessions to be held on the following dates:

Wednesday,	January	8, 1969
"	"	22, 1969
"	February	5, 1969
"	"	19, 1969
"	March	5, 1969
"	"	19, 1969
"	April	2, 1969
"	"	16, 1969
"	"	30, 1969
"	May	14, 1969
"	"	28, 1969
"	June	11, 1969
"	"	25, 1969

I would appreciate your advising this Institute at your earliest opportunity as to the possibilities of having said sessions on the above dates.

Hoping to hear from you in the near future, I remain,

Cordially,

Bob Jackson,
Director

BJ:cym

December 2, 1968

TO: Gary Stuart

FROM: Bob Jackson

SUBJECT: Training Schedule for Metro Corps' Board of Directors

This is projection of Neighborhood Action Institute as to special sessions with your Board of Directors in an effort to give some concentrated sustained training.

Please go over the following schedule: Bi-weekly sessions starting the second week of January, 1969, to be held on Wednesday evenings from 7:30 p.m. to 9:30 p.m. and to be continued for a period of six months until June, 1969. Said sessions to be held on the following dates:

Thursday ~~Wednesday~~,	January	9, 1969
"	"	23, 1969
"	February	6, 1969
"	"	20, 1969
"	March	6, 1969
"	"	20, 1969
"	April	3, 1969
"	"	17, 1969
"	May	1, 1969
"	"	15, 1969
"	"	29, 1969
"	June	12, 1969
"	"	26, 1969

I would appreciate your advising this institute at your earliest opportunity as to the possibilities of having said sessions on the above dates.

Hoping to hear from you in the near future, I remain,

Cordially,

Bob Jackson,
Director

BJ:cym

December 2, 1968

TO: Wallace White

FROM: Bob Jackson

SUBJECT: Training Schedule for CEP's Board of Directors

This is projection of Neighborhood Action Institute as to special sessions with your Board of Directors in an effort to give some concentrated sustched training.

Please go over the following schedule: Bi-weekly sessions starting the second week of January, 1969, to be held on Wednesday evenings from 7:30 p.m. to 9:30 p.m. and to be continued for a period of six months until, June, 1969. Said sessions to be held on the following dates:

Monday ~~Wednesday,~~	January	6, 1969
"	"	20, 1969
"	February	3, 1969
"	"	17, 1969
"	March	3, 1969
"	"	17, 1969
"	"	31, 1969
"	April	14, 1969
"	"	28, 1969
"	May	12, 1969
"	"	26, 1969
"	June	9, 1969
"	"	23, 1969

I would appreciate your advising this Institute at your earliest opportunity as to the possibilities of having said sessions on the above dates.

Hoping to hear from you in the near futute, I remain,

Cordially,

Bob Jackson,
Director

BJ:cym

December 9, 1968

Mr. Eugene P. Carrabine
President, City Council
841 Pierce Street
Gary, Indiana 46402

Mr. President:

The Neighborhood Action Institute is a leadership development training program established in the City of Gary under the auspices of the Mayor's Office to be a reservoir for leadership training.

I have been in the City for one month getting the program operational. The program is of such significance that I think the City Council should be informed of its aims. I am writing to you to request an opportunity to address the City Council to inform them of how the program intends to operate and establish a relationship with its members.

I will anxiously await your reply.

Sincerely,

Bob Jackson,
Director

BJ:cym

NEIGHBORHOOD ACTION INSTITUTE

Bob Jackson, Director

1700 Adams Street, Gary, Indiana 46407
219 885-4316

December 13, 1968

Mr. Ronnie Moore
Scholarship, Education and Defense
Fund for Racial Equality
164 Madison Avenue
New York, New York 10016

Dear Ronnie:

Just a short note to tell you that we finally received one box of blue portfolios and a box of "Negotiation a Tool For Change". Now, if you would please see to it that the rest of the materials on SEDFRE are sent to us as quickly as possible, we would appreciate your doing so very much.

The reason for the above request is that people want to know all about this private Institution called SEDFRE. Seems like we're unknown around this part of the country.

Looking forward to seeing you on the 15th of January,

Sincerely,

Bob Jackson,
Director

BJ:cym

NEIGHBORHOOD ACTION INSTITUTE

Bob Jackson, Director

1700 Adams Street, Gary, Indiana 46407
885-4316

December 13, 1968

Mr. Sylvester Goodson
Goodson & Tyler
1606 Broadway
Gary, Indiana 46407

Brother "Vest":

This is a note of thank you for a dynamite manner in which you handled the physical portions of our contract with CEP. It is your type of dedication that will unite our brothers in the difficult struggle ahead.

I am aware that there are many who take your services for granted, but I don't know what I would have done without them. Sure was hipped to see two brothers get together in such a positive manner.

Hats off to both you and Ben. Keep on pushing.

Respectfully,

Bob Jackson

BJ:cym

J. Bell

MAJORITY MEMBERS:
RL D. PERKINS, KY., CHAIRMAN
ITH GREEN, OREG.
NK THOMPSON, JR., N.J.
H. DENT, PA.
AN C. PUCINSKI, ILL.
MINICK V. DANIELS, N.J.
JOHN BRADEMAS, IND.
JAMES G. O'HARA, MICH.
HUGH L. CAREY, N.Y.
AUGUSTUS F. HAWKINS, CALIF.
SAM GIBBONS, FLA.
WILLIAM D. FORD, MICH.
WILLIAM D. HATHAWAY, MAINE
PATSY T. MINK, HAWAII
JAMES H. SCHEUER, N.Y.
LLOYD MEEDS, WASH.
PHILLIP BURTON, CALIF.
CARL ALBERT, OKLA.

CONGRESS OF THE UNITED STATES
HOUSE OF REPRESENTATIVES
COMMITTEE ON EDUCATION AND LABOR
2181 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, D.C. 20515

MINORITY MEMBERS:
WILLIAM H. AYRES, OHIO
ALBERT H. QUIE, MINN.
JOHN M. ASHBROOK, OHIO
ALPHONZO BELL, CALIF.
OGDEN R. REID, N.Y.
EDWARD J. GURNEY, FLA.
JOHN N. ERLENBORN, ILL.
WILLIAM J. SCHERLE, IOWA
JOHN DELLENBACK, OREG.
MARVIN L. ESCH, MICH.
EDWIN D. ESHLEMAN, PA.
JAMES C. GARDNER, N.C.
WILLIAM A. STEIGER, WIS.
JAMES M. COLLINS, TEX.

TELEPHONES:
MAJORITY—225-4527
MINORITY—225-3725

December 16, 1968

Dear Sir:

The Committee on Education and Labor of the House of Representatives is gathering information on the operation and effectiveness of various programs to reduce unemployment and poverty. The Committee will be concerned with the continuation of the Economic Opportunity Act and the programs included in that Act such as the Neighborhood Youth Corps, the Concentrated Employment Program (CEP), Job Opportunities in the Business Sector (JOBS), Operation Mainstream, New Careers, Community Action, the Job Corps, and Headstart.

As Chairman of the Committee on Education and Labor, I would like to know whether these programs are accomplishing their objectives and how well they are working locally. While national statistics are important, there is no substitute for the evaluations of those who are closest to the scene, and so I am seeking your help.

One or more of the economic opportunity programs is operating in your community and short questionnaires referring to those which are in your community and about which you may have knowledge are enclosed.

I ask that you give sufficient time to your responses to make them as complete as possible. It would be most useful if, in addition to checking the box which best summarizes your observations, you would also provide your own comments in the spaces provided on the questionnaires.

By giving us the benefit of your judgment and experience, you will be rendering a service to the Congress and to the country. I thank you in advance for your help and appreciate your continuing efforts on behalf of the poor.

Sincerely,

Carl D. Perkins

Carl D. Perkins
Chairman

CDP:mw

5. COMMUNITY ACTION EMPLOYMENT PROGRAMS:

Very effective ✓

Somewhat effective ______

Not at all effective ______

Unknown ______

What percentage of the total potential enrollment for this program is being met in your community? 80% - 85%

Additional Comments: We are meeting the needs of the individuals in our program through job placement, program placement, referrals and through our supportive services.

6. Do you know of any better way to reach the hard core unemployed than we are now doing under present programs?

No - however I would state that by sharpening and improving our present techniques and methods we will continue to serve those who are jobless or disadvantaged.

7. Do you feel we are assigning proper priorities to the most urgent problems of the poor? If not, please indicate which problems you feel deserve the highest priorities.

Yes I do.

Name Benjamin T. [illegible]

Project Concentrated Employment Program

Address 738 Broadway

Affiliation with Community Action

W

5. COMMUNITY ACTION EMPLOYMENT PROGRAMS:

Very effective ✓

Somewhat effective ______

Not at all effective ______

Unknown ______

What percentage of the total potential enrollment for this program is being met in your community? 80% - 85%

Additional Comments: We are meeting the needs of the individuals in our program through job placement, program placement, referrals and through our supportive services.

6. Do you know of any better way to reach the hard core unemployed than we are now doing under present programs?

No — however I would state that by sharpening and improving our present techniques and methods we will continue to serve ~~to~~ those who are jobless or disadvantaged

7. Do you feel we are assigning proper priorities to the most urgent problems of the poor? If not, please indicate which problems you feel deserve the highest priorities.

Yes I do.

Name Benjamin T. [illegible]
Project Concentrated Employment Program
Address 738 Broadway

Affiliation with Community Action
W

NEIGHBORHOOD YOUTH CORPS PROGRAMS

(IN-SCHOOL, OUT-OF-SCHOOL, and SUMMER)

The Neighborhood Youth Corps programs offer work to dropouts and students of poor families, in the range of $1.25 to $1.60 per hour.

1) Is NYC needed in your community?

Very Much____________________

Somewhat____________________

Not at all____________________

Unknown____________________

Additional Comments:

2) Have the services performed by NYC enrollees been of value to the community?

Very much____________________

Somewhat____________________

Not at all____________________

Unknown____________________

Additional comments:

3) If your community has an NYC out-of-school program, does the project make a strong effort to prepare enrollees and place them into regular employment?

Strong effort____________________

Moderate____________________

No out-of-school program________

No effort____________________

Unknown____________________

Additional comments:

NAME_______________________________

ADDRESS_______________________________

____

NYC AFFILIATION?____________________

QUESTIONNAIRE CONCERNING COMMUNITY ACTION PROGRAM

1. Has the local Community Action Program made a positive contribution towards solving the problems of poor people and improving the greater community in which it functions?

Very much Very much

Somewhat

Not at all

Unknown

Additional Comments: By adding planning capabilities as resources to articulation of the needs of the poor and bringing local control to the efforts to deal with the problems of the poor in Gary.

2. Has the local Community Action Program been effective in stimulating the participation of the poor in community activities that affect their lives?

Very much Very much

Somewhat

Not at all

Unknown

Additional Comments: The local CAA Delegate ~~has~~ through its planning process involves indigenous groups in this process. They are members of advisory boards and the metro-corps governing board

3. Has the local Community Action Program been responsible for increasing the services available to the poor?

Very much Very much

Somewhat

Not at all

Unknown

Additional Comments: Community Service Centers serving the poor have been increased from 1 to 3 this year

4. Has the Community Action Program improved communications between the poor and the other sectors of the community (business, government, education)?

Very much Very much

Somewhat

Not at all

Unknown

Additional Comments: By compliance with the green amendment as relates to board composition these sectors of the community have a constant dialogue on community problems + ~~Pro~~ strategy for solution

5. Has the local Community Action Program helped to increase the level of resources public and private institutions are contributing to the local War on Poverty?

Very much ________________

Somewhat Somewhat

Not at all ________________

Unknown ________________

Additional Comments: Through the establishment of the Co-ordinating Committee of Youth Serving agencies the local CAA Delegate has introduced the process of redefining public & private use of current resources at least as they relate to Youth Development.

6. Has the local Community Action Program increased the will and the ability of the poor to help themselves?

Very much ________________

Somewhat Somewhat

Not at all ________________

Unknown ________________

Additional Comments: By involving them in Dialogue with institutions and involving them in programs design + implementation which effect their lives, we have laid the ground work for development of independent activity

7. Has the local Community Action Program helped the non-poor to understand better the problems of poverty and the need for local efforts to overcome these problems?

Very much ✓

Somewhat ________________

Not at all ________________

Unknown ________________

Additional Comments: Through a ~~Continuous~~ Conscientous program of community education and public relations, and honest relationships with the public press

8. How would you evaluate the effectiveness of each of the following programs?

1. HEADSTART:

Very effective ________________

Somewhat effective X

Not at all effective ________________

Unknown ________________

What percentage of the total potential enrollment for this program is being met in your community? $\frac{1}{3}$ or 33$\frac{1}{3}$%

Additional Comments: the present program is only a Summer program and therefore only serves $\frac{1}{3}$ of those that a year round program would serve.

2. **LEGAL SERVICES PROGRAM:**

Very effective __________

Somewhat effective __________

Not at all effective __________

Unknown __________

What percentage of the total potential enrollment for this program is being met in your community? __________

Additional Comments:

3. **HEALTH CENTERS:**

Very effective __________

Somewhat effective __________

Not at all effective __________

Unknown __________

What percentage of the total potential enrollment for this program is being met in your community? __________

Additional Comments:

4. **NEIGHBORHOOD SERVICE CENTERS:**

Very effective X

Somewhat effective __________

Not at all effective __________

Unknown __________

What percentage of the total potential enrollment for this program is being met in your community? 3/9

Additional Comments: in the 3 year projection ~~tr~~ for metro Corps Community Service Centers, there is a need for 9 centers

where present resources only
allow for 3.

5. COMMUNITY ACTION EMPLOYMENT PROGRAMS:

Very effective ____________________

Somewhat effective ________________

Not at all effective ______________

Unknown ___________________________

What percentage of the total potential enrollment for this program is being met in your community? ________________

Additional Comments:

6. Do you know of any better way to reach the hard core unemployed than we are now doing under present programs?

7. Do you feel we are assigning proper priorities to the most urgent problems of the poor? If not, please indicate which problems you feel deserve the highest priorities.

Name ______________________________

Project ___________________________

Address ___________________________

____

Affiliation with Community Action

____

____

NEIGHBORHOOD YOUTH CORPS PROGRAMS

(IN-SCHOOL, OUT-OF-SCHOOL, and SUMMER)

The Neighborhood Youth Corps programs offer work to dropouts and students of poor families, in the range of $1.25 to $1.60 per hour.

1) Is NYC needed in your community?

Very Much____________________

Somewhat____________________

Not at all____________________

Unknown____________________

Additional Comments:

2) Have the services performed by NYC enrollees been of value to the community?

Very much____________________

Somewhat____________________

Not at all____________________

Unknown____________________

Additional comments:

3) If your community has an NYC out-of-school program, does the project make a strong effort to prepare enrollees and place them into regular employment?

Strong effort____________________

Moderate____________________

No out-of-school program________

No effort____________________

Unknown____________________

Additional comments:

NAME______________________________

ADDRESS______________________________

____

NYC AFFILIATION?____________________

TRAINING FOR INTERVIEWERS

I. January 8, 9, 10, 1969 - Full Day Sessions

1/2 day sessions once a week for three (3) weeks.

II. Objectives

1) Interpret the Model Cities Program

2) To help the Interviewers to answer the following:

A) How do you interview sensitively and effectively?

B) How do you deal with hostility?

C) How do you deal with resistance?

3) To obtain information regarding residents in the Model Cities target area.

III. Place: Upstairs - 1044 Broadway

IV. Trainers: Bob Jackson and Art Naparstek

COPY

THEME: "HONESTY AND DEDICATION TO MY COMMUNITY"

Tentative Training Design

FIRST DAY:

I. a) Small group discussion with dyads
"What I Have Done in My Community".
b) Focus on Model Cities Programs

1. Feelings
2. Perceptions
3. Program needs
4. Identify one central ISSUE

II. Simulations

--Tinker toy for perceptions on Community
--Feed back on exercise

III. Give interviewers a copy of background information on Model Cities Program for them to take home and study overnight.

COPY

SECOND DAY:

Morning: Trainees inputs and questions regarding the Model Cities Program in small groups
Large group discussion with Stahle

Afternoon: Practical inputs on interviewing
Discussion
Small group role play
Interviewing strategies
Give trainees copies of the questionaire to study overnight

THIRD DAY:

Morning: Small group discussion on the areas of questionaire you will have trouble getting Community people to answer. WHY?

Afternoon: Role playing

Discussion

SUBJECT: "How Does It Feel to Have to Answer the Questions?"

COPY

December 17, 1968

Mr. John Gibson
2544 Virginia
Gary, Indiana 46407

Dear Mr. Gibson:

Please be advised that on the 23rd day of December, 1968 at 7:00 p.m., there will be a meeting for all Board of Directors of the Neighborhood Action Institute located at the above address, (Gary Neighborhood House), second floor.

Your presence at said meeting will be greatly appreciated.

We would appreciate your calling the Institute upon receipt of this letter and letting us know that you will be here on said date.

Thanking you in advance, I remain,

Respectfully,

Robert Jackson,
Director

RJ:cym

December 17, 1968

Mr. John P. Friel
1358 Dearborn
Gary, Indiana

Dear Mr. Friel:

Please be advised that on the 23rd day of December, 1968 at 7:00 p.m., there will be a meeting for all Board of Directors of the Neighborhbod Action Institute located at the above address. (Gary Neighborhood House), second floor.

Your presence at said meeting will be greatly appreciated.

We would appreciate your calling the Institute upon receipt of this letter and letting us know that you will be here on said date.

Thanking you in advance, I remain,

Respectfully,

Robert Jackson,
Director

RJ:cym

December 18, 1968

Mrs. Emma Anderson
1424 Adams Street
Gary, Indiana 46407

Dear Mrs. Anderson:

As a prospective staff member of the Neighborhood Action Institute, you are expected to be present at a meeting to be held on Friday, January 10, 1969 at 10:00 a.m. at the above address (Gary Neighborhood House), second floor.

You are required to bring with you on said date, a resume of yourself with the following information:

> name, address, telephone no., social security no., date of birth, marital status, complete educational background, record of employment history from 1958 to 1968 including all periods of unemployment, listing of any community memberships or activities plus names, addresses and telephone numbers of three persons who could be called as references.

Looking forward to meeting with you on said date.

Sincerely,

Bob Jackson,
Director

(above letter sent to the following also: Mr. Frederick E. Minor, 627 71st.Ave., Seat Pleasant, Maryland 20027; Mrs. Herbertine Miller, 1041 Wright Street, Gary, Indiana 46404; and Mrs. Sylvia Taylor, 5114 Greenwood, Chicago, Illinois 60615)

BJ:cym

COPY

January 8, 1969

Mr. Barry A. Passett, Director
New Jersey Community Action
Training Institute
2465 South Broad Street
Trenton, New Jersey 08610

Dear Sir:

The Neighborhood Action Institute, a non-profit Corporation, in Gary, Indiana was established recently with the financial aid from SEDFRE (Scholarship, Education and Defense Fund for Racial Equality) located in New York.

We are in Gary Primarily to work with neighborhood groups and provide leadership development training, parliamentary procedure and skills development training to staff and Boards of said groups as well as to the staff and Boards of the existing federal programs here in Gary.

Our primary concern, of course, is the development of neighborhoo groups, and one of the things that we will be primarily concerned with will be sessions on "How to Hold a Meeting".

I am writing to you to request information on the price and how we can obtain copies of the illustrated brochures entitled "How to Conduct a Community Action Meeting".

We will need approximately 500 copies of said brochures.

Your prompt attention in this matter will be greatly appreciated.

Respectfully yours,

Robert W. Jackson,
Director

RWJ:cym

COPY

January 8, 1969

TO:
Charles Brown, Youth Programs
Wallace White, CEP
Ben Dobbins, NYC (In School)
James Taylor, NYC (Out of School)
William Stahle, Model Cities
Bob Jackson, Neighborhood Action Institute
Gary Stewart, Metro Corps
Booker Willmington, Soul, Inc.

Gentlemen:

In an effort to coordinate the various programmatic activities of the federally funded programs, there will be a meeting at 10:00 a.m. Monday, January 13, 1969 in the Gary Room with the Directors of the various federally funded programs.

Since we are all depended upon one another, it is important for the future of the City that your programs be well coordinated. This meeting is an effort in that direction. Your presence is urged.

Sincerely,

January 8, 1969

COPY

Mr. H. Theo Tatum, Director
Gary Neighborhood House
1700 Adams Street
Gary, Indiana 46407

Dear Mr. Tatum:

This is to acknowledge your letter of January 6, 1969 in which you advise this Institute of the Board of Director's decision to allow us to remain in our present quarters under the terms agreed upon by the parties involved and as stated in your letter.

We want to take this opportunity to thank you and the members of the Board of the Gary Neighborhood House for letting us remain, and we want you as well as the Board members to know that if at any time you feel that your staff might benefit from the kind of training that is being done by this Institute, please feel free to say so and we will make arrangements to set up a schedule to begin the training that is needed.

Thanking you for your cooperation in helping this Institute get started, I remain,

Respectfully yours,

Robert W. Jackson,
Director

RWJ:cym

COPY

January 8, 1969

Mr. Ronnie M. Moore
Director, Leadership Development
Scholarship, Education and Defense
Fund for Racial Equality
164 Madison Avenue
New York, New York 10016

Dear Ronnie:

Enclosed are receipts that I have obtained for services and a rough financial break down of expenses.

I would like an additional $500.00 when you come on Monday.

Thanks,

Bob

BJ:cym

Enclosures

January 9, 1969

COPY

Mr. Ronnie M. Moore, Director
Leadership Development
Scholarship, Education and Defense
Fund for Racial Equality
164 Madison Avenue
New York, New York 10016

Dear Ronnie:

Enclosed are receipts that I have obtained for services and a rough financial break down of expenses.

I would like an additional $1,000.00 when you come on Monday.

Thanks,

Bob

BJ:cym

Enclosures

January 15, 1969

Miss Eddye McCain
2508 Centeal Drive
Gary, Indiana 46407

Dear Miss McCain:

Please be advised that on the 20th day of January, 1969 at 7:00 p.m., there will be a meeting for all the members of the Board of Directors of the Neighborhood Action Institute located at the above address.

Your presence is required at said meeting.

Thanking you in advance, I remain,

Respectfully yours,

Robert W. Jackson,
Director

RWJ:cym

January 15, 1969

COPY

Mr. John Gibson
2844 Virginia Street
Gary, Indiana 46407

Dear Mr. Gibson:

Please be advised that on the 20th day of January, 1969 at 7:00 p.m., there will be a meeting for all Board of Directors of the Neighborhood Action Institute located at the above address.

Your presence is required at said meeting.

Thanking you in advance, I remain,

Respectfully yours,

Robert W. Jackson,
Director

RWJ:cym

January 15, 1969

Mr. Carl Guzman
1136 W. 5th Avenue
Gary, Indiana 46404

Dear Mr. Guzman:

It will be necessary to have another meeting for the members of the Board of Directors of the Neighborhood Action Institute on the 20th day of January, 1969 at 7:00 p.m. at the above address.

Your presence at said meeting will be greatly appreciated.

Thanking you in advance, I remain,

Respectfully yours,

Robert W. Jackson,
Director

RWJ:cym

January 15, 1969

Mr. John P. Ftiel
1358 Dearborn
Gary, Indiana

Dear Mr. Friel:

It will be necessary to have another meeting for the members of the Board of Directors of the Neighborhood Action Institute on the 20th day of January, 1969 at 7:00 p.m. at the above address.

Your presence at said meeting will be greatly appreciated.

Thanking you in advance, I remain,

Respectfully yours,

Robert W. Jackson,
Director

RWJ:cym

January 15, 1969

Mrs. Ann Johnson
2085 Chase Street
Gary, Indiana 46404

Dear Mrs. Johnson:

Your name was submitted to our Institute as an interested person to become a member of our Board of Directors. This Institute was recently established here in Gary through the request of the Mayor and its main purpose is to provide leadership development training to small neighborhood groups in the Gary area as well as training for all the Federal Programs.

There will be a meeting for all members of the Board of Directors on the 20th day of January, 1969 at 7:00 p.m. at the above address, (Gary Neighborhood House) second floor, and I would greatly appreciate having you present to hear what our Institute is about and to see if you would see the need to be a member of the Board of Directors.

Thanking you in advance, I remain,

Respectfully yours,

Robert W. Jackson,
Director,

RWJ:cym

MEMORANDUM

January 17, 1969

To: Edward Cole, Andres Flores, Spiver Gordon, David Helper,
Robert Jackson, Shirley Lacy, James McCain, Pamela McCoy, Henry Smith.
From: Ronnie M. Moore
Re: Reporting Requirements

As we agreed at our September 1968 staff meeting, each month Staff Associates will submit the following:

1. A list of proposed workshops.
2. A report on training activities and/or other work you have been doing.
3. An evaluation and training design for each workshop conducted.
4. A list of workshop participants, names and addresses.

This information is very important. We need it for our own reference, our supporters, and public relations.

Please write.

January 20, 1969

Mr. Marvin Rich,
Executive Director
Scholarship, Education and Defense
Fund for Racial Equality
164 Madison Avenue
New York, New York 10016

Dear Marvin:

In reference to your memo dated January 15, 1969 in regards to a progress report, please be advised that I have mailed some memo to Ronnie Moore regarding the progress of this Institute.

Enclosed please find copies of said memos for your information. I shall keep you informed in the future.

Sincerely,

Bob Jackson

RJ:cym

Enclosures

GARY CONCENTRATED EMPLOYMENT PROGRAM

INTER-OFFICE MEMORANDUM

Date January 20, 1969

TO ALL COMPONENTS
FROM Barbara E. Jones, R.N.

Title CEP
Title Medical Coordinator, CEP

SUBJECT ILLNESS OF ENROLLEES

Recently, an enrollee became ill and was taken to the hospital without my knowledge. It is important that I be notified of any medical emergency. In the future, please abide by the following rules:

1. NON-SPECIFIC ILLNESS

If enrollee does not appear acutely ill, (cold, flu, headache, etc.) the director of the component should use own discretion in excusing the enrollee from class. It is not necessary to contact medical coordinator in cases of this type.

2. DIFFICULT BREATHING

If enrollee is having marked difficulty with breathing, place in a semi-sitting position, loosen clothing, and call the nearest fire station for an inhalator. Then, call the medical coordinator. Give nothing by mouth unless enrollee carries nitroglycerin tablets for known heart condition, or candy for insulin shock (in cases of diabetes). When either of these conditions is known, I will notify the director of the component when the enrollee enters training and give instructions as to medical care, if needed.

3. SEVERE BLEEDING

In cases of severe bleeding(hemorrhage) from any source, apply external pressure, if possible; keep enrollee quiet and warm and contact me immediately for further instructions.

4. BROKEN BONES

(a) If broken bone is suspected(simple fracture), and enrollee is ambulatory, send to medical coordinator at the job clinic immediately.

(b) If fracture is suspected and enrollee complains of intense pain when moved, make enrollee comfortable and call coordinator. I will come to the enrollee.

(c) If bones are showing through skin(compound fracture) cover area with clean cloth or newspaper. If there is excessive bleeding, apply pressure above the injury. (between heart and injury). Call me immediately.

GARY CONCENTRATED EMPLOYMENT PROGRAM

INTER-OFFICE MEMORANDUM

Date January 20, 1969

TO ALL COMPONENTS
FROM Barbara E. Jones, R.N.

Title CEP
Title Medical Coordinator, CEP

SUBJECT ILLNESS OF ENROLLEES (con'd)

(d) If a back injury seems apparent, leave enrollee flat on floor or ground (no pillows or head rest), cover enrollee to keep warm, and notify me. DO NOT MOVE ENROLLEE. Give nothing by mouth.

5. UNCONSCIOUSNESS
Do not move enrollee. Call me immediately. Give nothing by mouth.

6. EPILEPTIC OR ANY TYPE OF SEIZURE
Lie enrollee flat on cot or floor. Place some object between back teeth on one side to prevent biting of tongue. Apply cold towels to forehead. Give nothing by mouth. Call me.

Upon notification of any of the above emergencies, I will contact the enrollee's family doctor, if possible, and also the nearest friend or relative, requesting instructions and/or permission to remove enrollee to medical facilities.

Barbara E. Jones, RN
Barbara E. Jones, R.N.

M E M O R A N D U M

January 22, 1969

TO: Staff

FROM: Marvin Rich M.R.

SUBJECT: Negotiations - A Tool for Change Manual

We are just about out of our stock of Negotiations - A Tool For Change. I would like your advice. Should we reprint it? If so, do you have any specific changes which you would like made? This would include words or phrases that strike you as wrong, examples to be added or deleted. What about the approach?

Has the manual been useful to you in your training experience?

We do not need a long essay. Its more important to hear from you quickly. If there are changes you would like made, then we can discuss them in more detail later.

Hi Gang:
Marv is still waiting.

2/26/69

January 22, 1969

TO: Bill Stahle
FROM: Bob Jackson
SUBJECT: Evaluation and recommendations regarding the 3-day training workshop with the interviewers.

Bill:

This is to inform you of my concerns and observations following our 3-day training workshop. Our objective for the workshop was to teach persons skills in interviewing. I wanted to share with you my concerns that arouse out of those workshops. They are as follows:

1. Type of persons chosen: I feel that this was an opportunity for the Model Cities Program to involve young adults in some concrete endeavor which would increase their knowledge of the Model Cities Program, increase their enthusiasm for being involved in community endeavors and increase the visibility and viability of the Model Cities' Resident Committee. I am aware after talking with Jim that the decision to involve some of the persons already in the Resident Committee, was a decision made by the Resident Committee itself. If the Resident Committee voted that members of the Committee are to be given first opportunity with jobs of this nature when they arise in the program, then this could leave to a number of clitical questions in the future. This reflects the need for greater sensitivity on the part of the Citizen's Board for community involvement. It is recommended that you look into the possibility of developing a training session which will identify problems that inhibit community involvement and assist members of the Citizen's Board in dealing with this problem.

2. The questionaire: There is no question that a critical evaluation of the questtionaire is in order from two (2) stand points. First, the number of questions contained therein; and second, the type of questions that the questionaire contains. After conducting the training workshops, it is apparent that the interviewers will have difficulty in conducting the survey because of the length and nature of the questioning. Jim has worked with the interviewers in eliminating some of the questions that they feel will be a hinderes, and that should start the survey rolling. I recommend that our follow-up workshops should devote some time toward revising the questionaire with the interviewers by adding to or extracting from the questions that they have experienced difficulties with, while conducting the survey.

3. Lack of Model Cities Staff involvement: On Saturday, the last day of the training workshops, I requested that a Model Cities staff member be present to deal with questions regarding the survey and the procedure that would be used and was told that someone would be present. However, no one from the staff appeared and the afternoon was quite difficult. It was important that a member of the staff be present to answer the administrative questions that we had expected to imerge. The interviewers were asking questions regarding their pay, their area assignments, their place to report and other administrative problems that the NAI staff were not familiar with. It is recommended that there be some staff involvement in our future training workshops.

This memo is directed to yout out of my concern that the survey conducted by your agency be successful. I stand ready to assist you at any time and look forward to a continued working partnership. I would appreciate your response.

Sincerely,

Bob Jackson,
Director

BJ:cym

cc: Jim Holland
Jessie Bell
Art Naparstek

JANUARY, 1969

Suggetions from Board

Get in touch with the Tenant Councils from the housing projects here in Gary. Ivanhoe Housing Project has one in operation, the others are having trouble getting together.

Julius James - Southern Christian Leadership Council

See MacAndrew about giving you some time in his elementary and secondary teachers' meeting to discuss the Institute.

Get in touch with all Presidents of the PTA - 44 schools in Gary

Get in touch with the city wide PTA Chairman

PURDUE UNIVERSITY
CALUMET CAMPUS
HAMMOND, INDIANA 46323

Department of Speech
January 23, 1969

Mr. Robert Jackson, Director
Gary Leadership Conference Training Program
Gary Neighborhood House
1700 Adams
Gary, Indiana

Dear Mr. Jackson,

On a newscast last evening I heard the story concerning the Leadership Training Program in Gary. Although the report was rather brief, I became quite interested in the entire program. The purpose of this letter is simply to find out more about the proposed program in Leadership training and to offer any assistance that I might be able to offer because of my training in group communication, group leadership, decision-making, etc.

As a relative newcomer to the area, I am not familiar with the work that has been going on in Gary and Hammond. I am extremely interested in serving in any capacity that I may in solving some of the pressing social problems of this area. I believe that my training and university work and research in the area of interpersonal communication may be of some use in these important areas.

Please let me know of your work and whether I might be of some help to you as a resource person, etc.

Sincerely,

David Schuelke,
Graduate Instructor of Speech-Communication

LDS/jh

January 23, 1969

TO: Jim Gibson
FROM: Bob Jackson
SUBJECT: Follow-up on community leaders' and community organizations' influence in the City of Gary.

Jim:

This is the information regarding community organizations and leaders. It was most difficult for anyone person whom I talked to, to name over five (5) or six (6), so needless to say each of these individuals are doing their own thing in their own way and in their corner of their City with a small category of persons. If you need more information regarding any individual, I will be glad to supply same. They are as follows: Rev. Robert Lowery, Pastor of St. Timothy Community Church; Mayor Richard G. Hatcher; Jessie Coopwood, disc jockey, WWCA Radio; Rev. Rivera, active Latin Minister; Sonny McGee, President, Sin City Disciples; Willie Bankston, Special Program Co-ordinator for Concentrated Employment Program; Steve Morris, Director of Special Services, Concentrated Employment Program; Al Griffin, Militant Youth Worker for Soul, Inc.; Quentin Smith, President of Gary City Council; Charles King, Chairman of the Human Relations Commission; Curtis Strong, staff member of AFL-CIO, Civil Rights Division in Gary; Duke Hill, precinct Chairman; Jackie Taylor, President ADC Mother's Organization; Dr. A. S. Williams, Lake County Corner; Sam Muniz, Assistant to Police Chief in Gary and Father Vincent Reynal, Catholic Priest of Holy Angels Church in Gary and quite active in the Latin Community.

The community organizations in the City are much like the community leaders in that there is no broad base in operations, but each group does its operation within its particular neighborhood, with no real city wide emphasis or co-ordination. The following is the list of the active community organizations I have been able to complie: ADC Mothers, welfare mothers, who even though there is a great deal of friction within the organization, are some who able to maintain the structure in some sense of militancy; CCQE, Concerned Citizens for Quality Education, this organization was run by Steve Morris of the Concentrated Employment Program around the need for improvement in the Gary School System. I understand it was due to the organization's efforts that Gordon McAndrew was named Superintendent. Perhaps you have more information on that question. Roosevelt Community Council and Tolleston Community Council, two (2) of the more "active" councils who are really not visible, but do have some structure and meet at least infrequently so, therefore, are recognized to some degree; Muigwithenians, this groups is a political organization with which the Mayor is loosely affiliated. Even though it is said to be a political organization, I have not witnessed any political activites, but the activities mostly affiliated with this group are mostly social; the United Viscounts, groupf of young men who got together initially out of social concerns and recently became the Gary Arm of Operation Bread Basket, and are beginning to be awaken by the spirit of Black pride; I.U. Gents are a group of students at Indiana University who are partly much conservative in their approach. They conduct such activities as collecting Christmas baskets for the needy, conducting anti-drop-out drives for the young and have various projects designed to encourage kids to attend college; Urban League Block Clubs, the ULBC are a group of clubs sponsored by the Gary Urban League with a great deal of form and very little substance. Most of these Block Clubs are within the middle class Negro section of the Community and devote themselves to the concern of home owners. These Block Clubs' activities are lawn and garden clubs, street lights, garbage cans and collection, etc., etc.;CAC,Community Action Committee, was a Bible organization when I was here in March of '68, but the organization has folded. The organization was given a building to operate. The operation capital came initially from the Youth Program to run summer programs. This program has been operating since September on the funds from the Youth Program's Office. Those funds will expire on January 31, 1969. They have just aquired $14,000.00 from the Concentrated Employment Program to continue their operation. Fruitful Vine Committee, is an organization started by a grass root folk at 17th & Massachusetts, they are concerning themselves with youth activities such as singing groups, sewing clubs, etc. The principle figure, Georgia Brooks, is very religious by nature and the singing that is done by the groups is mostly gospel songs. Puerto Rican Benefit Society is a Latin organization which members are all Puerto Ricans, and they more or less just help themselves out (the members) when they're in need and is mostly a social organization; Los Caballeros de San Juan, another Latin organization of Puerto Ricans does just about the same things as the PRBS. Mutualista Club, a Mexican club, again, socially oriented.

That is the extent of organizations and individuals and given the fragmatic manner in which they operate, not one of them has any substantial influence upon the Black Community. The Latin Community organizations are still personality oriented and none are at the point of an organized confrontation with any community issues. They have thus far satisfied themselves with social type organizations. They beget an atmosphere of faternalism. The influence these organizations could have politically is unlimited if they can break the chains of the small-town psychology. I find a great deal of divisiveness on the part of individuals and organizations that prevent any real sense of political strength or unity. These are the visible issues that NAI must concern itself with. The more I look into the situation here from a community and a political standpoint, the more I am convinced that Richard G. Hatcher's election as Mayor was a political miracle.

The influence these organizations have potentially on the City of Gary are evident by the election of a Black Mayor, However, it is necessary for a great deal of unity before any additional indication of political strength becomes visible. The overwhelming need evidenced in this City, is the need for an intensive and sustained approach to the overall problems of youth. The contribution that Ford could make in kind or in funds, would be toward a city wide youth program that would involve the masses and lead to at least some stable employment at its termination. The Neighborhood Development Youth Program, the Streets Program and the Youth Corporation, do not begin to reach to the heart of the problem of youth. All of the programs only involve a specific number, usually less then two (2) dozen. None of these programs, during its tenure or upon its completion lead to any substantial employment, therefore, I question their real value.

I hope the information contained herein is of some value to you and I don't feel I have really been much of an asset. I will be looking forward to seeing you soon. If there are any further questions, don't hesitate to contact me.

Sincerely,

Bob

BJ:cym

INDIANA UNIVERSITY
The Northwest Campus
3400 BROADWAY
GARY, INDIANA 46408

AREA CODE 219
TEL. NO. 887-7511

January 28, 1969

Mr. Robert Jackson
Neighborhood Action Institute
1700 Adams Street
Gary, Indiana

Dear Mr. Jackson:

Dean Buhner has asked me to provide you with the names of people who might be knowledgeable about sensitivity or awareness training in Gary. The most sophisticated source of such knowledge would be the staff of the Day Care Center at Methodist Hospital under the direction of Dr. Douglas Foster. Another resource would be the Mental Health Clinic, 4801 West 5th Avenue, Gary, Indiana. Many of the individuals working on these two staffs are capable and might be willing to provide services or know of people who could.

Yours truly,

Herman Feldman, Ph.D.
Chairman, Division of Arts
and Sciences

HF/is

SCHOLARSHIP,
EDUCATION AND
DEFENSE
FUND FOR
RACIAL EQUALITY inc.
164 MADISON AVENUE
NEW YORK, N.Y. 10016
(212) 532-8216

January 28, 1969

Robert W. Jackson
Neighborhood Action Institute
1700 Adams Street
Gary, Indiana 46407

Dear Bob:

It was good talking to you during the SBS. One of the added benefits of such a conference is the opportunity to get to know each other and our problems better.

It seems to me that you are on the right track in going to as many other training sessions as you can. I hope that Ronnie will be able to spend some time with you and the staff that you develop.

With regard to funding, I believe your first step should be to get federal contracts which extend for fairly long periods of time. Then you should get enough contacts with businessmen to provide some man power type training if necessary as a supplement. I am dubious about foundation grants, but you just might conceivably get some community-chest money. If you can pull this off, you are doing very well indeed.

I would like your evaluation of the conference and also of the Negotiations manual and the Trenton Case Study. The Negotiations manual is urgent since we plan to reprint it.

Best of luck.

Cordially,

Marvin Rich
Executive Director

Contributions are deductible for income tax purposes

■ *president:* Andrew E. Norman ■ *vice presidents:* William S. Ellis, Nannette Sachs ■ *secretary:* Ezra Levin ■ *treasurer:* Shelley Appleton ■ *executive director:* Marvin Rich ■ *leadership development director:* Ronnie M. Moore ■ *legal director:* Carl Rachlin ■ *BOARD OF DIRECTORS:* Nils R. Douglas, *chairman* ■ James Baldwin ■ Katrina McCormick Barnes ■ Allan Barton ■ Jonathan Bingham ■ Canon James P. Breeden ■ Robert Curvin ■ Charlotte Devree ■ Robert F. Drinan, S.J. ■ Michael O. Finkelstein ■ Doris Freedman ■ James T. Harris, Jr. ■ Claude Heckscher ■ Norman Hill ■ Arthur Kimmelfield ■ Dr. Archie Lacey ■ Jeremy Larner ■ Joann List Levinson ■ John Lewis ■ Leon Modeste ■ Henry Morgenthau, III ■ Dr. William Stuart Nelson ■ Edward Norton ■ Richard J. Schwartz ■ Elaine Slater ■ Rowland Watts

490

A. L. NELLUM AND ASSOCIATES

1025
CONNECTICUT AVENUE. N. W.
WASHINGTON. D. C. 20036
202-223-1033

January 31, 1969

Mr. Wallace White
Director
Concentrated Employment Program
738 Broadway, Room 310
Gary, Indiana 46402

Dear Mr. White:

Attached is a copy of our proposed staff development package for the Gary CEP. It reflects the substance of our discussions last week.

We are mindful of the fact that we must not duplicate services being rendered by other subcontractors and will, if the proposal is approved, abide by the following conditions:

1. Evaluation. Our study of your operations will be conducted for the sole purpose of determining staff development needs. It will not be the depth analysis normally expected of the firm engaged to evaluate your program for the U. S. Department of Labor.

2. Leadership Development Training. As we understand it, the Gary Neighborhood Action Institute has been retained for the purpose of training CEP staff, Manpower Advisory Board members, and indigenous community leaders to become more effective members of the job force and effective community leaders, and to develop trainers who can carry on these functions in the future. We do not propose to conduct any training sessions for either Board members or indigenous leaders, and we will avoid duplicating GNAI work with CEP staff. If there are other subcontractors whose service appears to overlap ours, we will be pleased to negotiate with them to avoid unnecessary duplication.

3. CEP Planning Conference. As you have requested, we will devote a portion of the time of top Nellum staff to participate in your forthcoming planning conference. The attached budget includes the cost of such participation.

4. Duration of Staff Development. Training will begin shortly after approval and will end on or before July 15, 1969. The actual timing of staff meetings and training sessions will be developed during Phase I.

If you have any questions about the program or if you need additional information, please let me know.

Sincerely yours,

Robert I. Shackford

Enclosure
cc Nellum

ENDORSEMENT

A.L. Nellum and Associates agrees to conduct the study and staff development program described in the attached "Staff Development and Training Outline, Concentrated Employment Program, City of Gary, Indiana" at a cost not to exceed $13,040, for the Director, staff, and trainees of the Gary CEP.

The program is subject to the conditions set forth above.

A.L. Nellum & Associates

Date: Feb. 3, 1969

Accepted:______________________
CEP Director

Date:______________________

Accepted:______________________
CEP Legal Coordinator

Date:______________________

A. L. NELLUM AND ASSOCIATES

1025
~~1150~~ CONNECTICUT AVENUE. N. W.
WASHINGTON. D. C. 20036
202-223-1033

STAFF DEVELOPMENT AND TRAINING OUTLINE

CONCENTRATED EMPLOYMENT PROGRAM

CITY OF GARY, INDIANA

I. Introduction

A. L. Nellum and Associates proposes to provide a unified staff development and training program especially tailored to meet the specific needs of the CEP staff in Gary, Indiana.

The major objective of the Concentrated Employment Program is to bring together in the target community a systematic approach to the development of jobs and training opportunities, personal and vocational services for hard-core unemployed persons in the area.

The primary purpose of the staff development program is to insure that the CEP program does indeed work for the benefit of the clients and that program administration and operation facilitate the process through which clients are able to move from unemployability and dependency to self-sufficiency and are able to find and keep jobs.

The orientation of A. L. Nellum and Associates to staff development and training for this program is based on extensive experience in the evaluation of CEP-1 in three cities, and CEP-II in five cities, plus considerable experience with other manpower programs throughout the country.

The suggested concepts, techniques, and approaches stem from our familiarity with the development of other CEP's, particularly those experiences--both positive and negative--which have relevance to a staff undertaking a new CEP program.

The most pressing needs of new CEP staffs that we have found are:

A. A comprehensive understanding of the philosophy, goals and procedures of the Concentrated Employment Program.

B. An understanding of and sensitivity toward the clients to be served.

C. An understanding of roles, responsibilities, capabilities, and limitations of cooperating agencies.

D. A working knowledge of the principles of sound management, administration, record-keeping, and operations analysis.

II. Planning and Execution

In order to plan and execute a staff development program, it is necessary to meet with key staff to discuss specialized program needs, capabilities and resources available in the program. The initiation of the program and the actual packaging of components applicable to the Gary situation requires an assessment of those technical assistance contracts and training inputs already supplied or to be supplied by other relevant subcontractors, such as Booz, Allen and Hamilton, Inc.; The Scholarship, Education and Defense Fund for Racial Equality, Inc. (SEDFRE); and the Gary Neighborhood Action Institute.

On the basis of A. L. Nellum's analysis of the Gary CEP Program and an assessment of its needs, a staff training program thus will be developed which will have as its objectives the following:

-- To acquaint CEP staff and its subcontractor's staff with the goals and objectives of CEP and related programs.

-- To teach specific methods, techniques and approaches to be used in conducting and managing such programs (and components).

-- To increase understanding of basic human relations and human interaction problems associated with supervision and management.

-- To develop a sensitivity to and an understanding of the culture, needs, and particular problems of the client population.

-- To develop strong lines of communication and cooperation across functional and agency lines.

Below there follows an outline of the overall staff development and training program. The program outlined here is a comprehensive model which provides for on-going staff development and training.

The actual development of inputs most applicable to Gary will depend on joint CEP and A. L. Nellum's staff analysis of the degree to which current components are meeting the specific operational needs of the program and its staff.

III. Training Components

A. Understanding CEP, its goals and procedures

Since many CEP staff are likely to be new to manpower programs or comprehensive programs of this nature, and bring to their jobs various degrees of experience in the social service field, basic orientation around the following is needed:

1. Reading, analyzing and discussing
    a. The proposal submitted for the CEP grant.
    b. The federal guidelines.
    c. Other relevant documents.

It is understood that all staff are by now familiar with the above basic documents, but it is our feeling that a review of the documents for the purpose of analysis and interpretation will give key staff a deeper understanding and appreciation of the goals of CEP and what the program expects to accomplish.

Initiating an interaction among staff, many of whom are recently hired or have changed positions, at an early stage around goals of the program, is useful for building common understandings and relationships that will help the project work smoothly in the future.

In addition, analyzing and discussing the documents will produce something near a consensus on an overview of the program, enabling individual staff to appreciate the relationship of what they are doing in terms of what other staff members are doing, as well as encouraging all staff to think through operations as they are related to each other and to the total program.

Emphasis will be placed on relating the proposal, guidelines, and other source materials, which are general in nature to the special problems of Gary. For example, Gary has a special problem of female unemployment often found in areas like Gary which are dominated by the steel industry. We propose to guide the staff in solving such problems.

2. History of manpower programs

This component would consist of seminars on the development of manpower programs. CEP is a new manpower effort which includes much that has been found to be useful in the past. Understanding the roots of CEP will better enable staff to understand why certain procedures have been established and what can be the expected outcome.

3. CEP procedures

This part of the training will possibly overlap with services related to management assistance provided by other subcontractors. It is our contention, however, that it is necessary to relate CEP operations and the techniques of good management to the actual program goals of CEP. To avoid unnecessary duplication, we will design this phase of the program in consultation with the CEP Director and representatives of other subcontractors who provide related services.

Local agencies that are expected to cooperate in the CEP program are organizations that have hierarchies, status and communication problems, organizational needs and characteristics. Trained staff must be able to work closely and well with such agencies, and they need to know how these organizations function and how they might function better. We propose to work with these agencies toward resolving conflicts which may emerge.

B. Sensitivity to Clients--"Being Tuned In"

This section of the training program will be devoted to developing an increased sensitivity to the clients served by CEP through intensive study of the life style and life-chances of potential clients.

The training will be divided into two parts:

1. The Plunge: In-depth treatment of the problems of the poor through discussion, visual aids, and actual on-the-street experiences. CEP staff will be expected to "plunge" themselves into the culture of the clients and absorb it as much as possible.
2. Issues: After the plunge experience, staff will return to discussions of whatever they have observed. Discussions will be supplemented by lectures on concerns that chronically confront the clients, such as welfare, human rights, police, court systems, consumer economics, etc.

C. Sensitivity About the Job to be Done--"Being Turned On"

Any successful program involving the disadvantaged depends on the effectiveness of staff in discovering new ways of solving old problems. A responsible and flexible staff must be personally involved and committed to preventing bureaucratic inertia. Personal involvement and commitment can be facilitated through good program administration and through developing operational models and procedures that enable staff to function as a team and as individuals. This section of training involves helping staff understand individual as well as functional roles and responsibilities. It also involves considerable assistance to functional units in developing insights, techniques and approaches peculiar to their job.

A logical progression for the training of operational staff in functional units would be:

Job Development

Outreach

Coaching

Orientation

Basic Education, Work Experience, New Careers, OJT,
Special Programs and Supportive Services

Intake and Vocational Assessment

Recruitment

Depending on the work of other subcontractors and depending on which units are most in need of training, the actual priorities for training may vary somewhat from the above sequence.

IV. Scope and Methods

The training program will be conducted in four phases, which will overlap one another in time sequence.

Phase I will be devoted to a review of all CEP functions and components in sufficient depth for providing guidance in organizing and directing training sections.

Phase II will consist of staff meetings with the Director and his top staff, out of which will emerge agreement on the basic staff development needs, their priorities, and a schedule for conducting staff development sessions.

Phase III. The staff development sessions agreed upon at the conclusion of Phase II will be conducted during this phase.

Phase IV will consist of a post-training review of CEP functions and component operations to determine the effect of the training input.

Phases II, III and IV will be repeated at least once, and an evaluation of future staff development needs will be made.

V. Time and Administration

The overall project will be under the supervision of a senior member of the firm, and will be coordinated by a member of the staff with considerable experience in staff development and training.

Further, special consultants in the field of Manpower Training and Economic Development, Administration and Management, Staff and Systems Development will be used as a part of the contractor's team.

For each of the phases of the staff development program the following training hours will be utilized:

First Cycle	Hours	
Phase I	80	
Phase II	12	
Phase III	188	
Phase IV	80	
	360	
Second Cycle		
Phase II	12	
Phase III	188	
Phase IV	80	
	280	
Total Hours		640

The distribution of training hours and deployment of staff for Phase II to IV will be determined by the findings during Phase I.

VI CEP PLANNING CONFERENCE

The staff of the Gary CEP proposes to conduct a Planning Conference at approximately the mid point of the training program described above. A. L. Nellum & Associates staff members who have conducted the review of program and training sessions will participate in this conference to the extent desired by the CEP Director, but not to exceed a total of eighty (80) hours.

Personnel List

Title	Hours and Rate	Total Amount
Project Administrator	80 hours @ $12.02 per hr.	$ 961.60
Trainer Supervisor	160 hours @ $8.42 per hr.	1347.20
Trainer	160 hours @ $8.42 per hr.	1347.20
Program Specialists (4)	80 hours each @ $11.54 per hr.	3692.80

Budget

Project Administration (1631)	$ 962.00
Supervision (1634)	674.00
Other Services (1637)	5714.00
Total Salaries (1630)	7350.00
Fringe Benefits (1640)	1690.00
Travel Expenses	1750.00
Total Staff Costs	10,790.00
Other Direct Costs (1670)	1,250.00
Indirect Costs (1680)	1,000.00
Total Cost of Program	$ 13,040.00

[c FEB 1969]

The following are questions asked by the staff of NAI:

1. How to deliver effectively ?
2. How I would know I was getting to the people?
3. How to make a training design?
4. Ways of communication?
5. What to do when the groups make demands on you?
6. How would I react to hostility?
7. Getting respect from the group?
8. How to avoid promises and not being able to fulfill them?
9. How to become magnatic?
10. How to become conscious of other's needs and desires?
11. How to influence the group into action?

COPY

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FUND FOR
RACIAL EQUALITY inc.
164 MADISON AVENUE
NEW YORK, N.Y. 10016
(212) 532-8216

2/3/69

To: Staff

From: M.R.

January Income $91,500
January Disbursements $85,000
6 500

Bravo!

But we still spend too much money on telephone calls.

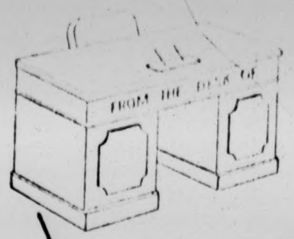
and the bills for room + board for the School Board Conference are still to come.

And January is usually our best month

Contributions are deductible for income tax purposes

■ *president;* Andrew E. Norman ■ *vice presidents;* William S. Ellis, Nannette Sachs ■ *secretary;* Ezra Levin ■ *treasurer;* Shelley Appleton ■ *executive director;* Marvin Rich ■ *leadership development director;* Ronnie M. Moore ■ *legal director;* Carl Rachlin ■ *BOARD OF DIRECTORS;* Nils R. Douglas, *chairman* ■ Robert Ausnit ■ James Baldwin ■ Katrina McCormick Barnes ■ Canon James P. Breeden ■ Robert Curvin ■ Charlotte Devree ■ Robert F. Drinan, S. J. ■ John Henry Faulk ■ Michael O. Finkelstein ■ Doris Freedman ■ Dr. Edward L. Gibson ■ James T. Harris ■ Claude Heckscher ■ Norman Hill ■ Clarence B. Jones ■ Dr. Archie Lacey ■ Joann List Levinson ■ Leon Modeste ■ Henry Morgenthau, III ■ Dr. William Stuart Nelson ■ Richard J. [illegible] ■ Rowland Watts ■ Pearl L. Willen

2/5/69



JACKIE TURNER

Dear Gents

Until you receive your 1696 credit telephone cards Substitute the letter M for J and use your same number M154-40--072. The new cards will be sent about 14.

February 6, 1969
Meeting - 5pm.

Re. Vistas

Mr. Howard Patton
Vista Regional Office
623 S. Wabash
Chicago, Illinois

Submit a list for in-service training and a budget for 4 days of workshops.

Four - speakers $50 to $75 + transportation per person ~~f~~

First 2 days of sessions will be held the 17 & 18 of February at 1:30 p.m.

After 2-day session - Vistas will go over things learned and have a feedback session.

Strong Points to be Considered in Workshops:
Sensitivity
How to Work With Persons in the Community
Motivation and Involvement
How to get more Youths Involved in Community Affairs

Group dynamics

February 7, 1969

Mr. Ronnie M. Moore, Director
Leadership Development
Scholarship, Education and Defense
Fund for Racial Equality
164 Madison Avenue
New York, New York 10016

Dear Ronnie:

This is to verify our telephone conversation about your coming to Gary on February 12, 13 and 14th. I am very interested in having you orientate the staff of four (4) persons; however, I would also like you to be present for a meeting with Curt Mial of NTL to discuss possible Neighborhood Action Institute National Training Laboratory Corporation in Gary.

The following are the questions that the staff persons wanted information on and training in. I hope these will be helpful to you in making a design. I will make reservations for you at the Holiday Inn. It is suggested that you rent a car from the airport here, because that is the fastest way of travel and most convenient from your hotel to the office. If there are any questions, contact me.

Sincerely,

Bob

BJ:cym

P.S. Enclosed please find evaluation sheet form regarding training of interviewers of Model Cities Program.

The following are questions asked by the staffoof NAI:

1. How to deliver effectively ?
2. How I would know I was getting to the people?
3. How to make a training design?
4. Ways of communication?
5. What to do when the groups make demands on you?
6. How would I react to hostility?
7. Getting respect from the group?
8. How to avoid promises and not being able to fulfill them?
9. How to become magnatic?
10. How to become conscious of other's needs and desires?
11. How to influence the group into action?

February 7, 1969

Mr. Marvin Rich,
Executive Director
Scholarship, Education and Defense
Fund for Racial Equality
164 Madison Avenue
New York, New York 10016

Dear Marvin:

This is to answer your letter of January 28, 1969, Ronnie has given me the following dates to be here, February 12, 13 and 14th. I am looking forward to his training of staff persons. In addition, I have contacted Ed Cole, Spiver Gordon and Jim Felder about lending a hand in our training.

With regard to funding, I hope to do a combination of long-term federal contracts and renewal of federal training contracts with the various federal agencies. I am also dubious of foundation grants and the community-chest agencies are in a state of change. The community-chest drive will be conducted on a county-wide basis rather than on a city-wide basis so that may cause some problem in the reallocation of funds, but I will look into this. My evaluation of the conference is as follows: content= excellent; staff = excellent; accomodations = excellent, (food) = fair; travel arrangements - poor; method of participant evaluation = good and staff implementation and interpretation = good.

In reference to the content, I thought the subjects were excellent for the type of persons we had involved. I think the most fruitful outcome of the conference was that it created an atmosphere for so-call militant and conservatives to meet on equal level. I think the evening training sessions where information was imparted were an asset to the conference, for it moved the participants from the emotionalism and personality of the attitudinal workshops to that of imparting information in order to carry on the fight back home. There is no question that the staff of SEDFRE is the best training staff this country has to offer, not only in terms of professional competence, but also in terms of being (sure enough folk).

The elegant accomodations of the Airlie House were a surprise to me as well as to the others. They dhave done a tremendous job in remodeling and refurnishing the old estate. However, as far as food is concerned, greater attention needs to be given to some "stick to the ribs vittles."

COPY

Speaking now with the air of a "professional" for travel arrangements, I have some ideas regarding travel. The difficulties in travel interrupted by the weather were naturally dnforeseen. However, there are other things that should be taken into account. First of all, at all of the terminals, there should have been a central gathering place for all persons attending the conference, which would have eliminated the difficulties of picking up people whom we didn't know and didn't know us. That central place could have been marked with a sign or banner and terminal information booths should habe been aware of their arrivals. Secondly, it would have been wise to have gotten buses which would have arrived and departed at pre-determined terminals at pre-designated times to cut down on the confusion of when a group of persons would have been picked up. I think the elegance of Airlie House and the ovef all worth of the conference may have been over shadowed by poor travel accomodations.

With the Negotiation: Tool for Change manual, is a very helpful and worthwhile document. I have been giving blue folders to many persons in the community and getting feedback and that manual has been praised by everyone. It is my suggestion that you reprint it as is.

I was exceptionally impressed with the Trenton Case Study. I think it brought about cohesion and unity in the workshop that I was in. It also gave strangers an opportunity to be involved in something together. There was one change I would make in the Trainers' Guide, and that would be in the suggested questions for discussion. I think the suggested questions would be great for a group who found difficulty in expressing themselves, but I found after Stage One, it became a hinderance, after the task for group decision when the group became the Trenton School Board. There is a great deal of unity and togetherness fostered by this task. I found that when we went to Stage Two and dealt with the suggested questions for discussion. However, I would not be in favor of eliminating those questions. I would let the use of the questions be determined by the observations of the trainer.

I enjoyed the opportunity of talking with you while in New York. Looking forward to our staff meeting somewhere in the South in April.

I have just received a call from Curt Mial of NTL. He is to arrive on February 12th and stay till the 13th. We are to discuss possible NTL assistance. It was a good that we were able to coincice the above date with the time that Ronnie will be present and I think it will be good if he were at the meeting.

Enclosed you will find copy of evaluation sheet regarding the training of interviewers for the Model Cities Program. Looking forward to your comments.

Sincrely,

Bob

BJ:cym

Enclosure

2/7/69

EVALUATION SHEET FORM REGARDING TRAINING OF MODEL CITIES INTERVIEWERS

TOTAL NUMBER OF EVALUATION SHEETS TURNED IN : 17

EVALUATION OF TRAINING:

POOR: 0
FAIR: 0
GOOD: 4
VERY GOOD: 5
EXCELLENT: 8

FOLLOWING ARE REMARKS REGARDING THE TRAINING:

Liked the way we learned ways to deal with public and knowing how to address ourselves to the public, etc.

The main strength was your ability to make us feel assure of ourselves.

Every member that was in training regardless of how he or she put his thoughts into conversation, his conversation and thoughts were analyzed to show that he was trying to say something that was worthy or constructive.

It enlightened me on some of the plans being made to improve the City. I gained an insight on how to interview the people to accept refusal of admittance and continue with the servey. Remember what the objective was--never give up.

I was not given complete details on the functions of Model Cities, this placed me at a slight disadvantaged.

After being a student of Mr. Jackson, his very strong points, were, understanding, trust, and coming right out being sure enough folk.

Everyone that I have talked with, said that Mr. Jackson broke everything down to a tea, and from the little time I was here, it was very good, and well explained.

Where everyone had their own ideas about things, and each issue that was brought out, the people debated strongly on it.

I think you brought out a lot of the problems we would run in to and to a certain extent I think you over exagerated some of the conditions we would under go, but I think the training was excellent. I think you brought out a lot of the problems we would run in to. But I also think it was exagerated too, but because of this exageration, I feel more apt to cope with a problem whenever it may arise.

I feel that we could have been briefed more on the Model Cities structure.

MEMORANDUM:

TO: Jesse Bell

FROM: Art Naparstek

DATE: February 10, 1969

The two proposals attached result from discussions Bob Jackson and I held with Jim Gibson last week at the Potomac Institute in Washington. The first is designed to develop plans for follow-up to "Gary Day" in Washington; and the second to develop plans for an in-service training program for municipal employees.

The first proposal is designed to further the process of citizen involvement which was so successfully begun with "Gary Day" in Washington. The second is specifically designed to effect improvements in city administration which have been identified as necessary by the Mayor if the city is to achieve the goals he has set.

We look upon these two programs as complimentary and mutually reinforcing but for purposes of clarity, I have dealt with them separately.

The proposals flow from the series of studies carried out under the aegis of the Ford Foundation grant; meetings the Mayor held with department heads; and the administration and departmental goals that subsequently were identified.

It is proposed that these two programs be carried out under your direction with one or two advisory committees, one composed of city officials and leading citizens and the other of city officials. The resources of the Ford Foundation grant could be called upon for consultation costs and other needed purposes. Bob Jackson, I and my small staff would work up the format and content for the citizen workshops as well as the curriculum for in-service training.

The following persons probably ought to serve on the advisory committee: Mayor Hatcher, in an ex-officio capacity; Ray Wild, Glen Vantrease, Maurice Baptiste, Charlotte Johnson, Mahlon Plumb, Bill Staehle, and key community residents. This committee would decide who in the community should become involve in the program. In addition, it would evaluate the program as it emerged in order to insure its relevance to administration goals and objectives. I have discussed these proposals with Tom Sherrard and he considers this a logical next step and an appropriate program for expenditure of the foundation funds. However, he pointed out that if it involves any substantial deviation from the agreed plan of expenditure, clearance with the Ford Foundation and the University contract office would be necessary.

The following briefly suggests a format and curriculum design for the workshop and in-service training program. For purposes of this memo, I am not dealing with either proposal in depth, but instead outlining the first workshop, which may be used as a model for the other workshops.

Proposal I - Workshop Program on Municipal Government

The program would involve those citizens who participated in Gary Day in Washington, members of the Urban Coalition. If this is not broad enough representation, additional citizens could be added. It would be a participant education program consisting of five or more workshops held every third week or once a month on Saturdays from 9:00 a.m. to 1:00 p.m. Each workshop would deal with an aspect of the administration, somewhat similar to the Mayor's Breakfast Program. However, the primary differences would be in the composition of the participants, who hopefully would represent a much broader cross-section of the population. Opportunity for more give and take between citizens and administration staff would be provided.

The purposes of the workshop would be three fold:

(1) Educate a representative group of citizens about the realities and problems of city government;

(2) Draw upon local know-how for ideas and advice on management problems;

(3) Improve the city's public relations program.

A long range goal would be the creation of a citizen task forces that would actively involve itself in various aspects of city government.

The following suggests a format and curriculum design for the workshop series.

Workshop I: - Topic, Municipal Administration: Objective, To examine in depth the workings of the administration: Current organizational structure; administration programs that are supported by federal, city and private funds: financial workings of the municipal system; progress and problems that have been encountered during the past fourteen months; and the changes envisioned in the immediate future.

Format - A major presentation will be made by a member of the administration or an enlightened resident of Gary. Such a presentation should include visual aids such as charts etc. We feel the presentation should be of high quality. This would insure multiple uses of the material. For example, the papers could be made available to the MAP program, to Foundations for program money, as well as for internal administrative purposes. The papers would provide the administration with data to up-grade and evaluate programs on a regular basis.

In order to insure high quality presentations, it would be a sound idea to bring in technical assistance to assist in preparation of the materials. The Ford Project money could be used for this purpose. We see the major presentation kicking each workshop off. This would be followed by small group discussion for approximately one and a half hours. Discussion groups would deal with the material presented, and offer the potential for feedback from community leaders. Following group discussion, the participants would reconvene for the final session. At this time, a panel composed of citizens could discuss the citizen role in the subject area.

A number of variations could be developed during the workshop.

For example, it may be more productive to call in an outside expert to deal with certain subject areas. A nationally known urbanist would make a presentation, followed by a position paper prepared by a local leader with the help of a research assistant. In addition, each workshop should be structured to allow for goal evaluation, and provide significant input to the process of defining goals.

Other workshop topics could include public safety, housing and physical development, and human resources development. The concluding workshop could deal with a clear identification of short and long range administration goals, priority setting and methods for meeting the goals. Needless to say, the City Council should be involved. One option would be to invite them to each workshop. A second option could be to ask Council members to participate in a concentrated two-day workshop which would cover all the material.

Proposal II - In-Service Training:

An in-service training program for cabinet members and department heads should be simultaneously initiated. Jim, Bob and I feel that the first step of the in-service training program should be an organization development clinic. The objective of the clinic would be to diagnose the major problems of the system, deal with interpersonal, interdepartmental hang-ups and develop a format for an on-going training program. Perhaps the greatest asset of an O.D. clinic is that it would provide the opportunity for key staff to get themselves together.

It is envisioned that the on-going training program could have two foci:

(1) To train all the supervisory and management personnel of the city. Training would concentrate on modern management principles, supervision, work analysis, work planning, methods improvement, performance budgeting and performance reporting;

(2) To develop a training program which would assist municipal employees to deal directly with issues of communications, coordination and collaboration. This type of training would be initiated furing the O.D. Clinic, and should be further developed through the course of the year.

February 10, 1969

Mr. Marvin Rich,
Executive Director
Scholarship, Education and Defense
Fund for Racial Equality
164 Madison Avenue
New York, New York 10016

Dear Marvin:

I forgot to include in the previous letter of February 7th in reference to the Trenton Case Study that there is one key issue missing in Stage II in why the Mayor entered the situation.

During our workshop at Airlie House, there was a board member from New Jersey who pointed out that the Mayor entered the controvefsy at the request of and in the interest of the white community. (Italiaas)

If this is true, I think it would be vital to the scope of the situation. I noticed that most people feel that the Mayor entered for other reasons more constructive. That is always an issue with groups.

Sincerely,

Bob

BJ:cym

February 11, 1969

Herman Feldman, PH.D.
Chairman, Division of Arts
and Sciences
Indiana University
3400 Broadway
Gary, Indiana 46408

Dear Mr. Feldman:

This is to thank you for suggesting the names of school training sources for the Neighborhood Action Institute. I will be contacting these persons to ascertain their availability. The Neighborhood Action Institute is the organization established as a training medium for the City of Gary to provide leadership development training for local neighborhood groups which include Boards of settlement houses, churches and other civic related organizations.

Your help is greatly appreciated.

Sincerely,

Robert Jackson,
Director

RJ:cym

2-11-69

211-69

BUDGET FOR MODEL CITIES

Training of Interviewers for Model Cities Program	$1,200.00

The training consisted of three (3) full days of training in the principles of interviewing and attitude development.

There will be one (1) 1/2 day session each week for three (3) weeks following the completion of the three (3) full days.

It has been agreed upon by the Director of NAI to combine the last two half day sessions into one day.

Robert W. Jackson,
Director
Neighborhood Action Institute
1700 Adams Street
Gary, Indiana 46407
885-4316

February 11, 1969

Mrs. Mabel O. McClain
1201 Taft Street
Gary, Indiana 46404

Dear Mrs. McClain:

I received your letter of January 23rd with great joy and I responded by attempting to greet you in person rather than answering by correspondence, but for two (2) days I was unable to find anyone home at your address. You are especially interesting to me because of the enthusiasm that came forth in your letter in your desire to participate.

I apologize for this delay in responding, but I have been out of town for well over one (1) week and am now just returning to normal operation. I would like to arrange for an interview with you on Monday, the 17th day of February at 4 p.m.

I am looking forward to our meeting. Thank you sincerely for your interest, I remain,

Respectfully yours,

Robert W. Jackson,
Director

RWJ:cym

NEIGHBORHOOD ACTION INSTITUTE
1700 Adams Street
Gary, Indiana 46407

ITEMIZED EXPENSES REGARDING MODEL CITIES INTERVIEWERS

STAFF	5 persons for 5 days at $50.00 per day	$ 1,000.00
MATERIALS - ACQUISITION		
	Educational training aids, paper, pencils	150.00
REPRODUCTION OF MATERIALS		50.00
TOTAL EXPENSES		$ 1,200.00

February 11, 1969

COPY

Mrs. Mabel O. McClain
1201 Taft Street
Gary, Indiana 46404

Dear Mrs. McClain:

I received your letter of January 23rd with great joy and I responded by attempting to greet you in person rather than answering by correspondence, but for two (2) days I was unable to find anyone home at your address. You are especially interesting to me because of the enthusiasm that came forth in your letter in your desire to participate.

I apologize for this delay in responding, but I have been out of town for well over one (1) week and am now just returning to normal operation. I would like to arrange for an interview with you on Monday, the 17th day of February at 4 p.m.

I am looking forward to our meeting. Thank you sincerely for your interest, I remain,

Respectfully yours,

Robert W. Jackson,
Director

RWJ:cym

1201 Taft Street
Gary, Indiana 46404
January 23, 1969

Mr. Robert Jackson, Director
Neighborhood Action Institute
1720 West 5th Avenue
Gary, Indiana

Dear Mr. Jackson,

I was elated to read the Gary Post-Tribune article of January 22 describing the new Neighborhood Action Institute of SEDARCo. The groups with which I have been in contact since moving to Gary are in dire need of services such as you offer!

Your organization is especially interesting to me because it does offer some hope that some of my experiences and training in community organization received at the Center for Inner-City Studies, Chicago, as a participart in a federally-funded fellowship program may be utilized. I am teaching here this year, and as yet there has been no outlet for my interests.

Please give me an opportunity, even on a volutary basis, to become involved at this level in this community. I am free to arrange for an interview any afternoon after 3:40, and at your descretion on Saturdays and Sundays. Hoping for an immediate reply, I am

Very truly yours,
Mabel O. McClain

City Of Gary

Gary, Indiana

JESSE E. BELL, JR.
ADMINISTRATIVE ASSISTANT
TO THE MAYOR

February 17, 1969

Mr. Bob Jackson, Director
Neighborhood Action Institute
Neighborhood House
1700 Adams Street
Gary, Indiana

Dear Mr. Jackson:

From time to time this office has forwarded to you resumes of people who might be of some future value in your organization. However, upon receipt of these resumes there has been no acknowledgement to the people themselves.

Will you please notify these persons that their resumes have been received and any other pertinent statement you might want to make.

Cordially,

Jesse E Bell

Jesse E. Bell, Jr.
Administrative Assistant to the Mayor

JEB/lys

February 18, 1969

Mr. Eric Sewell
1415 Rhode Island Avenue N.W.
Apt 21
Washington, D. C. 20005

Eric:

Here is the materials I promised to send. I want to send others periodically. Please feel free to comment. I could use the benefit of your thoughts.

I am sorry that we have not gotten together more, for the Institute is your "baby."

I will attempt to keep you informed.

Sincerely,

Bob

BJ:cym

Enclosures

February 18, 1969

Service Fire Insurance Company
Yonkers, New York 10700

Dear Sir:

I am writing at this time to request that you cancel my insurance policy number 16564-327-02. Also, I would like the post-dated checks to you returned.

Your immediate attention will be greatly appreciated.

Cordially,

Robert W. Jackson

RWJ:cym

COPY

February 19, 1969

Mr. David Schuelke
Purdue University
Calumet Campus
Hammond, Indiana 46323

Dear Mr. Schuelke:

First of all please accept my apology for the delay in answering your letter of January 23, 1969. I was very glad to see your letter of inquiry concerning the Neighborhood Action Institute. The purpose of this program is contained herein. I want to thank you for your offer of assistance, for the Institute will rely heavily upon local training resources. I think it is extremely important that the Institute have some connections with the local educational institutions.

I would like to meet with you in my office on Monday, March 3, 1969 at 10:00 a.m. If this time of day is not convenient for you, please call my office to inform me of same. At this time we can discuss the background and goals of Neighborhood Action Institute.

Looking forward to meeting you.

Sincerely,

Bob Jackson

Bob Jackson

BJ:cym

Enclosure

February 19, 1969

Mr. Frank Collins
Concentrated Employment Program
738 Broadway
Gary, Indiana 46402

Dear Mr. Collins:

As per your request, the following are the names, positions and salaries of the staff of the Neighborhood Action Institute.

Mr. Frederick E. Minor, Sr., 1720 W. 5th Avenue, Gary, group trainer, salary is $8,000.00; Mr. Prentiss Burr, 2431 Pennsylvania Street, Gary, group trainer, salary-$8,000.00 and Mrs. Sylvia Taylor, 5114 Greenwood Avenue, Chicago, Illinois, group trainer, salary is $8,000.00.

If other information is needed regarding the above staff, I shall be more than happy to supply same.

Cordially yours,

Bob Jackson

BJ:cym

February 20, 1969

Mr. William Moore
5100 S. Kimbark
Chicago, Illinois 60615

Dear Bill:

CEP will provide for our board and meals but you will have to provide your own transportation.

Looking forward to seeing you in Beloit, Wisconsin.

Sincerely,

Bob Jackson

BJ:cym

February 20, 1969

Mr. Jerry Perlmutter
19 W. 150 - 36th Street
Donnersgrove, Illinois 60515

Dear Jerry:

CEP will provide for our board and meals but you will have to provide your own transportation.

Looking forward to seeing you in Beloit, Wisconsin.

Sincerely,

Bob Jackson

BJ:cym

February 25, 1969

Mr. Curtis Mial, Director
National Training Laboratory
1201 Sixteenth Street, N.W.
Washington, D. C. 20036

Dear Curt:

We were very glad to have you here with us. Everyone found your meeting exciting.

We will definitely have a team at Battle Creek. I am now in the process of organizing that team which I hope will represent a cross-section of Gary.

Thus far I have nine persons who will be in attendance. This includes some youth representation. Chuck has sent the brochures and I will hold a meeting tomorrow night with the members of the team to discuss financial arrangements and transportation.

Thanks for your letter, I will keep in touch with you.

Give my regards to Don.

Sincerely,

Bob

BJ:cym

February 26, 1969

Meeting with Ronnie Moore

Re: Future of NAI

May - Staff Development
    Staff to other SEDFRE Projects
    Staff members to New York to work with staff
    Staff associated to be used on short term labs
    Attend staff meetings in this order
        1. Fred for one month project to work with SEDFRE on assignments
        2. Sylvia Taylor
        3. Mike Burr

Board of directors to change name to "SEDFRE Medwestern Regional Office."

Board of Directors who have and can raise money. Industry and those with foundation contacts. For future operation with L.D.T. and contracts with New York handling administration and finance. Marvin Rich will give suggestions.

Network of consultants for this region office.

National office to provide resource materials.

February 26, 1969

Mr. Claude Mayberry
Edison Junior High School
5th Avenue & Burr Street
Gary, Indiana 46404

Claude:

I have reviewed your Political Education Project and find that it would be a tremendous asset to the School City of Gary. I will send a letter to the Superintendent recommending that it be incorporated into the Gary School System.

One thing that I did not really get a feel for was how it was officially accepted in the Detriot School System.

There is no question that type of education is very much needed by the young people of this City.

I wish you the best of everything in getting it accepted and will assist you in any way helpful.

Sincerely,

Bob

BJ:cym

M E M O

TO: Robert Jackson
FROM: Jacqueline Turner
SUBJECT: Air Travel Card - Telephone Credit Card

February 26, 1969

cc: Ronnie Moore

Here at last is your air travel card, to be used for SEDFRE-related travel. The card is only valid for yourself, but it also is a help in establishing your credit in other instances. With regard to a telephone credit card, Ronnie prefers that you secure this from the telephone company in Gary, and the charges will then be added to your monthly telephone statement.

Anything else I can do to make your day a little bit brighter give a yell. Stay loose!

February 27, 1969

TO: James Felder
Marvin Rich

FROM: Ronnie Moore

RE: Technical assistance for Mayor Hatcher

Bob Jackson and I met with Jesse Bell, Administrative Assistance to Mayor Hatcher this morning, February 27, 1969. An interesting thing came out of the discussion. We discovered that the local newspaper called The Post Tribune is waging a public relations campaign against Mayor Hatcher. For example, five (5) youths that participated in last year's summer program were not paid. This incident which ordinarily would have no news value, became a front-page story.

What I think that the Mayor needs is a counter public relations program that dramatizes the positive aspect of his Administration. I suggest that our Public Relations firm that we hold on retainer, dispatch someone to Gary to talk to Bob Jackson, Jesse Bell and the Mayor about public relations.

Sincerely,

Ronnie Moore

RM:cym

MEMORANDUM:

TO: Mr. Robert Jackson

FROM: Art Naparstek

SUBJ: Task Force for Federal Programs

DATE: February 27, 1969

This memo will summarize the meeting of February 25, and put forth the agenda for the March 4 meeting.

It was agreed upon that the objectives of the Task Force are:

(1) To coordinate those federal programs that are under the aegis of the Mayor's Office. Coordination will imply the creation of a mutual support system. i.e., sharing of information, identification of resources that can be utilized by each director of a federal program, and foster on-going collaboration between directors.

(2) To serve as a planning body to meet immediate and long range program needs. Implicit in this objective is to serve, when appropriate, as a catalyist for program development.

(3) To provide an on-going tie-in with the Mayor's Office, thus insuring a constant communication flow between the Mayor's Office and directors of federal programs.

So as to insure achievement of objectives, the following meeting format was agreed upon:

(1) Meetings will be held each Tuesday at noon.

(2) The discussion at each meeting will focus on a topic area. Topic areas should be of such a nature so as to be relevant to each program.

(3) Prior to the meeting, each director will prepare a brief agenda of his concerns. The agendas will be used as guidelines for the discussion. These agendas should be given to the coordinator at the beginning of the meeting.

The forementioned format should not be considered as binding, but only as a beginning plan for carrying out our business.

Topic Areas:

The topic for the meeting on March 4, 1969 will be in the area of training. This will be followed by a discussion of summer youth programs.

Additional Federal Assistance From Nixon Administration

The Mayor is planning to meet with key members of the Nixon administration in the near future. The purpose of these visits will be to develop relationships with the new administration so as to obtain federal funds.

In order to insure substantive discussions, the Mayor will need information which identifies program needs that can be met through federal funding.

Would each of you prepare a memo to me that covers the following:

(1) A brief review of your program.

(2) Based on your experiences during the past year, how would you change the program if you had additional funds.

(3) A series of program recommendations that would justify a request for additional funds which could build on what has already been started.

(4) Any creative ideas that could become a reality through federal funding. Ideas that could deal with community or special programs such as manpower, health, education etc.

Could you have a draft of the memo ready by our next meeting?

Our next meeting will be held at the YMCA in their "all purpose room" at noon on Tuesday.

cc: Mayor Hatcher
Jesse Bell

— B. Jackson

MEMORANDUM

February 28, 1969

To: Staff

From: Ronnie M. Moore

Re: Suggestions for Program and Resource Materials Development

Organizations survive on ~~its~~ their programs, publicity, and reputation. Recently, SEDFRE has been criticized as to the incognitive nature of its training program and its "open end" training approach. This criticism is valid to some extent. Although we believe at one level that people should determine their own needs and that education is not programming people to do what we want them to do, at the same time we must concede that training is giving people the skills, awareness, and information to do what they want to do as long as their desires coincide with the overall objectives of racial equality and social justice.

Whereas we are strong on personal and political awareness, we need more strength in the areas of information and skill development. We can achieve this end by developing "closed end" training programs, publishing "highly problem solving oriented" resource materials, and developing a national network of specialists and trainers. In addition, our present staff needs additional training e.g. specialties, training techniques, research, writing etc. Our staff should be expanded to bring into the organization a new breed of techniques on a part-time or full time basis. I suggest new staff associates should have a background in education, politics, housing, labor, finance, etc.

I need your suggestions to this analysis and direction. Your comments would be appreciated on the following specifics:

1. "Closed end" training programs.
2. Recommended persons for the network: names, addresses, telephone numbers, specialty, education, present employer, and related biographical data.
3. Suggestions on resource materials for both training aides to trainers and publications for distribution to the participants.
4. Staff development - what you need to be more effective on your present job? Where do you suggest that going for additional

training? What specialty do you prefer? What should SEDFRE do to train staff initially?

5. Research - We have been working with communities since 1962. By now, I think that there should be certain social, educational or economic problems related to our programs that we should study; e.g. field study for Conference of Black School Board Officials, analysis of community organization approaches in rural or urban communities, innovations in leadership training methods; application of the "felt need" training concept to adult education.

6. Special Projects - Cities and towns should be selected for intensive training. Projects may be as short as eight weeks or as long as indefinite. However, projects should have a particular form e.g. institutes, voter education, resource center, etc.

Let me close this note by saying that we are in a big political business. We are trying to change systems and instituteion from within and by helping groups to exert pressure from the outside. This means we are a part of a network and what anyone does affects everybody. No one is alone. For example, what Bob Jackson does in Gary, Indiana will affect Mayor Hatcher, Potomac Institute, that recommended the project, and the people who support it both in finance and in principle.

R

CITY OF CHICAGO
Richard J. Daley
Mayor

OFFICE OF THE MAYOR
MODEL CITIES PROGRAM
130 NORTH WELLS STREET 20TH FLOOR CHICAGO, ILLINOIS 60606 744-8126

March 3, 1969

Mr. Bob Jackson, Director
Neighborhood Action Institute
700 Adams Street
Gary, Indiana

Dear Bob:

Please accept this letter as my bill for consultation services rendered to the Neighborhood Action Institute on Friday, February 7, 1969. My fee for services rendered is $50.00.

Thanks very much for the opportunity to work with you. Look forward to seeing you again on Friday, March 21st in Beloit, Wisconsin.

Very truly yours,

Bill

William A Moore

WAM;maj

Pd. 2.7.69
Ck. # 110
N.A.I. account
cym

NEIGHBORHOOD ACTION INSTITUTE
1700 ADAMS STREET
GARY, INDIANA 46407
885-4316

MEMO March 3, 1969

TO:
FROM: BOB JACKSON
RE: Training Conference to be held at Battle Creek, Michigan

The purpose of the Battle Creek, Michigan Lab is to train a team from the City for one (1) week, March 9th to 15, 1969 so that they may return to put on a similar lab for the City of Gary, directed to Gary's needs to bring a cross-section of communication for information purposes as well as a sense of community.

Please be advised that the fee of $325.00 is payable on the day of arrival. Those persons with purchase orders are to bring them with them and present them upon arrival.

We will leave from the parking lot of City Hall on Sunday, March 9, 1969 at 9:00 a.m. Please be sure to be there at said time.

Cordially,

Bob Jackson

BJ:cym

cc: Charlotte Johnson
Hank Morgan
Barbara Wesson
Gary Stewart
Charles Brown
Eric Crockett
Archie Walker
Charles King
Freddie Wexler
Jack Russell
Robert Lee
Larry Mejia
Al Griffith

GARY HUMAN RELATIONS COMMISSION
401 BROADWAY
GARY, INDIANA 46402

March 3, 1969

Mr. Bob Jackson
1700 Adams Street
Gary, Indiana

Dear Mr.Jackson:

The Gary Human Relations Commission and the Gary Urban League are preparing a joint project, sponsored by the Community Relations Service of the Justice Department.

The project, entitled, Mass Media and the Black Community, is to be geared to foster better relationships and understanding of mutual problems between news media personnel and the public. We certainly hope that you will share in our initial deliberations and assist in the planning of the proposal which will be funded by the Community Relations Service.

In this respect, you are invited to attend a planning meeting, Friday, March 7th, 1969, 12:00 p.m., at the YMCA. A special room will be reserved for us at that time. The meeting will involve local representatives of mass media, community representatives, and Mr. Bill Briggs, Community Relations Service.

Sincerely,

Charles H King, Jr (mc)

Charles H. King, Jr.
Executive Director

CHK/mc
cc: Sonny McGee, Soul, Inc.
Leigh Plummer, Herald Newspaper
Ted Thorne, WWCA
Mayor Richard G. Hatcher
Darrow Tulley, Gary Post
Steve Morris, CEP
Jacqueline Taylor, AFDC
Ray Wild, Press Secretary
J.T. Harris, INFO

March 3, 1969

Dr. Vladimir A. Dupre, Director
Midwest Group for Human Resources
2 West 40th Street
Kansas City, Missouri 64111

Dear Dr. Dupre:

As per your request, the following is the list of people who will be attending the Battle Creek Laboratory during March 9-15, 1969:

Mrs. Charlotte Johnson
Gary Youth Commission
401 Broadway
Gary, Indiana 46402

Mr. Gary Stewart, Director
Metro Corps
1100 Massachusetts Street
Gary, Indiana 46407

Mr. Archie Walker
City Hall
401 Broadway
Gary, Indiana 46402

Mr. Robert Lee
Metro Corps
1100 Massachusetts Street
Gary, Indiana 46407

Mr. Al Griffith
% Soul, Inc.
1827 Broadway
Gary, Indiana 46407

Mr. Hank Morgan
Model Cities Program
1044 Broadway
Gary, Indiana 46402

Mr. Charles Brown, Director
Youth Program
401 Broadway
Gary, Indiana 46402

Mr. Charles King
Human Relations Commission
401 Broadway
Gary, Indiana 46402

Mr. Jack Russell
Human Relations Commission
401 Broadway
Gary, Indiana 46402

Mr. Bob Jackson, Director
Neighborhood Action Institute
1700 Adams Street
Gary, Indiana 46407

Mrs. Barbara Wesson
Model Cities Program
1044 Broadway
Gary, Indiana

Mr. Eric Crockett, Center
Director
Concentrated Employment Program
1620 Broadway, Gary, Ind. 46407

Mrs. Freddie Wexler
City Hall
401 Broadway
Gary, Indiana 46402

Mr. Larry Mejia
5130 W. 4th Avenue
Gary, Indiana 46404

Hoping this will aid you in your endeavors, I remain,

Respectfully yours,

Bob Jackson

BJ:cym

3/3/69

Neighborhood Action Institute Priorities

I. Clarification and priority of training objectives

A. To provide Leadership Development Training to Black and Latin Community .
B . To provide Leadership Development Training and skills training to public and private agencies on a contract basis.
C. To develop a network of specialists and trainers in the Midwestern region.
D. To sponsor, if resources permit, workshops to the broader community. This includes business, labor and White.

II. Midwestern Regional Office

A. The Institute is Gary based, but shall become SEDFRE's Midwestern Regional Office, provide training on a contractual basis emphazising SEDFRE National Program
B . All other monies except CEP's, will be forwarded to the New York Office.
C. United Fund Agency, local foundations and study grants are other sources of capital.
D. SEDFRE to give 19 days at $100.00 per day.
E . SEDFRE to give N.A.I. $100.00 per month from March thru August.

BUDGET

Director	$ 14,000.00
Secretary	6,500.00
Three (3) Staff $8,000.00 @	24,000.00
Rent / $30.00 per month	360.00
Travel 10¢ per mile/ 20,000	3,600.00
Supplies	1,200.00
Telephone	1,200.00
Staff Expense	3,600.00
	$ 54,460.00

Possible Expansion to include:	16,000.00
Two (2) Mexican-Americans	
Budget after expansion	$ 70,460.00

3/3/69

SERVICES PROVIDED BY SEDFRE

ADDEDUM A

The following is a list of services and supplies provided by Scholarship, Education and Defense Fund for Racial Equality:

Director and secretary's salaries; desk top supplies; rent allocation; $2,500.00 in-kind in counseling services

ADDEDUM F

Rental and Use of Office Equipment

ITEM	RATE	# OF MOS.	TOTAL
Typewriter	$22.29/mo.	6	$133.74
3M Copier	33.00/mo.	6	198.00
3M Portable Copier	14.71/ mo.	6	88.26

TOTAL ------------------------------- $ 420.00

Since most of the training workshops are held away from the office and sometimes in other cities, it is necessary that the Institute have in its' possession a portable copier to take on these trips so that they can maintain the same degree of efficiency.

The paper for the copiers will be provided by SEDFRE.

Position Title	Salary per week	% of Time to project	# of wks	Total Amount	Sponsor	Fed.
Group Trainer $8000.00 yr. base	153.89	100%	26	4,000.00	-0-	4,000.00
Group Trainer $8000.00 yr base	153.89	100%	26	4,000.00	-0-	4,000.00
Group Trainer $8000.00	153.89	100%	26	4,000.00	-0-	4,000.00

II.B. Employer's Cost of Fringe Benefits for Staff:

	Total Amount	Sponsor	Federal
F.I.C.A. 4.8 x 12,000.00	576.00	-0-	576.00
TOTAL- Employer's cost of fringe benefits for staff	576.00	-0-	576.00

EDDEDUM E

The Institute has aquired Public Liability and Workmen Compensation Insurance with the State Farm Insurance Company. Of the $300.00 allotted the Institute has spent $176/00. The Institute will also aquire bonding insurance forthe Director

ADDEDUM B

The accounting and auditing services for the Neighborhood Action Institute will be provided by Goodson & Tyler, an outside consultant Firm at a rate of $80.00 per month x 6 months. In addition to assisting the Institute in setting up their financial system, the Firm will also provide ongoing technical assistance to the Institute on financial matters.

ADDEDUM C

In this relatively new area of group dynamics, it is absolutely necessary that group trainers be constantly in touch with the new techniques and methods utilized in providing this training. For example the fields of sensitivity and organizational development training as well as community organization skills training broaden themselves frequently. They are enhanced by the new techniques developed by the various training laboratories and individuals. In order that group trainers of the N.A.I. provide top flight quality training for the Concentrated Employment Program, it is essential that they be abreast and aware of these new techniques. Therefore, regardless to any amount of prior experience a group trainer has aquired, it is necessary that group trainers partake of various training labs that are offered for the benefit of group trainers. This training may be in the form of the trainer attending outside training labs which have been set up for group trainers or bringing in individuals who have perfected new training methods as resource persons for in-service training. The N.A.I. intends to provide this training at the rate of $75.00 per trainer per 2 1/2 day sessions, 2 sessions per month for 5 months and 1 session on the 6th month

ADDEDUM D

Consultants referred to in "Section E" are those outside resource persons who have expertise in a certain field or area, that the Institute intends to call upon to provide technical knowledge to those persons in the Concentrated Employment Program. The Institute intends to provide consultants at the rate of $75.00 per day per consultant.

The following is an estimated training schedule that will be used with the CEP's staff and Center Council:

Training for Center Council:

Saturday , April 26, 1969
" , May 10, 1969
" , June 7, 1969
" , July 12, 1969
" , August 2, 1969
" , September 13, 1969

Training on Saturdays will be done from 9:00 a.m. to 5:00 p.m.

Training for CEP staff:

Wednesday, April 16, 1969
Monday, " 21, 1969
Saturday, " 30, 1969
Monday, May 5, 1969
Wednesday, " 14, 1969
Monday, " 19, 1969
Saturday, " 24, 1969
Wednesday, " 28, 1969
Monday , June 2, 1969
Wednesday, " 11, 1969
Monday, " 16, 1969

Saturday, June 21, 1969
Wednesday, " 25, 1969
Monday, " 30, 1969
Wednesday, July 9, 1969
Monday, " 14, 1969
Saturday, " 19, 1969
Wednesday , " 23, 1969
Monday, " 28, 1969
Wednesday , August 6, 1969
Monday, " 11, 1969
Wednesday, " 20, 1969
Monday, " 25, 1969

Total of 22 days - 3 consultants per day at $75.00 per consultant per day
Total of one (1) day - 2 consultants per day at $75.00 per consultant per day

OTHER DIRECT COSTS

(2) Communications: Base telephone rate of $35.00 per month plus an estimated $18.00 per month for toll calls and $94.00 postage

Total	Sponsor	Federal
$412.00	-0-	$412.00

		Total	Sponsor	Federal
Accounting and auditing (See addedum B)	80.00/ mo. x 6 mos.	$480.00	-0-	$480.00
In-Service Training (See addedum C)		3300.00	-0-	3300.00
Work Consultants (See addedum D)	75.00/mo. x 100 days	7500.00	-0-	7500.00
TOTAL		11,692.00	-0-	11,692.00

NEIGHBORHOOD ACTION INSTITUTE
1700 ADAMS STREET
GARY, INDIANA 46407
(219) 885-4316

TRAINING FOR VISTA VOLUNTEERS

I. Rationale for the Neighborhood Action Institute of Scholarship, Education and Defense Fund for Racial Equality to provide continued training on a contract basis to VISTA Volunteers in Lake County or its region.

The Neighborhood Action Institute is staffed by persons who have lived in the community and are familiar with its history and presence. The Neighborhood Action Institute also contracts on a consultant basis, members of the staff of National Training Laboratory and SEDFRE which gives it access to the most competent training personnel on the National scene.

The Institute is located in the County which provides ready access for the Volunteers.

The Institute is not a profit making organization. All of the funds secured through contracts will be used to provide leadership development training to local "grass-roots" organizations which could not afford to pay for such training.

The Institute's staff is kept abreast of new training techniques and cirriculum by regularly attending National Laboratory affiliated Labs.

The Institute is providing training to the staffs and Boards of federal programs and community groups in the City of Gary.

II. The Neighborhood Action Institute provided two-day training Lab for VISTAS of Gary and Hammond in the following areas:

(1) Problem analysis of the community

Gave VISTAS insight to the problems of this particular Community

(2) Sensitivity - which revealed a great deal of what they did not know about each other

(3) Teambuilding - To create a sense of teamwork among the Volunteers

PRISONERS" DILEMMA

		Blue Team	
Red Team	A	+3 +3	+6 -6
	B	-6 +6	-3 -3

Red Team Plays	Blue Team Plays	Outcomes
A	X	Both teams win 3 points
A	Y	Red team loses 6 points, Blue Team wins 6 points
B	X	Blue Team loses 6 points, Red Team wins 6 points
B	Y	Both Teams lose 3 points

Trial No. - Teams have 3 minutes to select option for each trial

1 -

2 -

3 - (doubled) Representatives can meet before 4th trial for 3 minutes

4 -

5 -

6 -

7 -

8 - (squared) Groups can meet before 9th trial for 5 minutes

9 -

10 - (squared)

MEMORANDUM

March 4, 1969

To: Marvin Rich
Robert W. Jackson

From: Ronnie M. Moore

Re: Financing and Reorganizing the Gary Neighborhood Action Institute

Beginning March 1, through August 31, 1969 SEDFRE will pay $100 per month to the Gary Neighborhood Action Institute for expenses over and above the salaries of Bob Jackson and his secretary. Out of the CEP contract, NAI will pay the salaries of three Staff Associates; Sylvia Taylor, Prentiss Burr, and Fred Minor. All future contracts negotiated will be based on the subsequent similar consultant fees plus per diem, plus travel, plus a 20% administrative charge. All monies will be sent to the National office as new contracts come in. The funds will be to hire a Mexican American to the NAI staff and to cover staff expenses. An attempt must be made to save contract monies in order to retain staff after August 1969. Additional support should be sought from local foundations, United Fund, and new contracts should be sought from private and public agencies outside Gary.

Change of Name

The name, Gary Neighborhood Action Institute, should be changed to SEDFRE, Neighborhood Action Institute of Gary. This may require a change in the Certificate of Incorporation.

New York Administration

Our National office should take over the administration of the Institute, e.g. budgeting, payroll, and handling of finances. All monies should be sent to New York and processed in the usual fashion.

Using Regional Offices for Implementing National Programs

The Mid Western regional office can be used to provide technical assistance to Black Public Officials, and to develop a regional network of consultants for local groups and public officials.

Cooperation with NTL

NTL has indicated interest in joint programs with SEDFRE. I plan to talk with Curt Mial on my next trip to Washington about collaboration not only in Gary, but with SEDFRE as a whole.

Gary and/or Regional Programs

1. White racism - racial polarization - news media and prodominantly shite areas.

2. Encounters e.g. police labs, parent-teacher, interagency, within and between ethnic groups, among discussion members, administration community labs.

3. HEW and special projects e.g. study, community education programs, indigenous trainers, voter education.

BUDGET

Director	$14,000.00
Secretary	6,500.00
5 Staff Associates	40,000.00
	$60,500.00
9% benefits	5,450.00
Office Rent	1,200.00
Telephone	2,400.00
Staff expenses	6,000.00
	75,550.00
10% Administrative charge	7,555.00
	$83,105.00

Assistance from National SEDFRE

1. Resource materials development
2. Technical personnel

MEMORANDUM

March 4, 1969

To: Marvin Rich
Robert W. Jackson

From: Ronnie M. Moore

Re: CEP Contract with Gary Neighborhood Action Institute

In-Kind Services

SEDFRE is obligated to invest $5,000 in in-kind services for the Concentrated Employment Program of Gary. The services will include the salary of Robert W. Jackson, and his secretary, and $2,500 cash that we have already contributed to NAI.

Staff Development

For all consultants that SEDFRE send to Gary, NAI will reimburse SEDFRE for expenses, cover travel, per diem, and $75. per day for consultant services. Bob Jackson has at his disposal in the CEP contract $7,500 for outside consultants and $3,000 for staff development or in-service training.

R

March 4, 1969

TO:
FROM: Bob Jackson
RE: Conference to be held at Beloit, Wisconsin

Please be advised that there will be a staff meeting at Beloit, Wisconsin at 3:00 p.m. on Friday, March 14, 1969, in order to complete the training design.

Please make arrangements so that you will be able to attend said meeting.

Thanking you for your cooperation, I remain,

Respectfully,

Bob Jack

Bob Jackson

BJ:cym

cc: William Moore
Art Naparstek
Jerry Perlmutter

GARY CONCENTRATED EMPLOYMENT PROGRAM

INTER-OFFICE MEMORANDUM

Date **March 6, 1969**

TO **Mr. Wallace White** FROM **Mr. Carl Guzman**

Title **Executive Director** Title **Center Director**

SUBJECT

Gentlemen:

This is in regards to a meeting that was called by Miss Aida Lopez from Metro Corp, for the purpose of possibly setting up some type of English classes for the Latin community. In attendance there were different representatives from other agencies. Present were: Awilda Rodriguez, ADC; Rogelia Osorio, housewife; Reverend Stacy; Tony Dortz, Social Security Department; Joe Lopez, OJT; Sister Palmira Perea, Officer Barrera, Police Deparment; Gertrude Ward, Jefferson School; Reverend Fernando Rivera; Reverend Govert, Holy Angels; and Miss Aida E. Lopez, Metro Corp.

Miss Lopez called us to order and began the meeting by explaining the purpose of the meeting. Miss Lopez put forth five (5) points which are as follows:

1. **To try and set up some type of classes for mature adults to learn English, mainly Latin people.**

2. **To set up classes for Latin people and other ethnic groups to learn to read and write in English.**

3. **To possibly have classes for adults who are applying for their citizenship papers.**

4. **To have some type of classes in Spanish for business and professional persons so that they can in time, communicate with the Spanish-speaking people.**

5. **To have some type of classes for Latin children who cannot speak the English language and are ready to start school.**

Mrs. Gertrude Ward was very enthused about the idea and suggested that we come up with a definite proposal or outline. Mrs. Ward also explained the roll that Jefferson School would play, she also informed us that there would have to be at least ten students in a class, and that Jefferson School would supply books, and all the other necessary material. Mrs. Ward also informed us that a Mr. Tom Miranda, who is of Latin descent, and a qualified teacher, would be more than happy to be used in any capacity for the benefit of the proposed idea.

There were at various times questions asked as to who was going to pay for Mr. Miranda's services. Mrs. Ward stated that Mr. Miranda's salary would be paid by the School City. Another question that was asked, was if Mr. Miranda would be the Coordinator of the special classes and would he have the time to conduct the different classes. Mrs. Ward again answered, that if need be, there would be extra teachers available, And that their salaries would be paid by School City.

There were other ideas that were open for discussion, such as, having different representatives from the different agencies, to possibly participate in the different classes, by informing the students as to their specific duties with their particular agencies. Another idea that was open for discussion, was the possibility of conducting a class in budgeting and marketing, and the principles of purchasing power.

The Reverend Stacy stated that there should be no particular reason why we could not deviate from the proposed five (5) points that were brought to our attention, and that possibly some time in the future, we could have the same type of classes in Brunswick and the East Side.

It was suggested by Reverend Rivera that we appoint a committee to draw up this particular proposal as soon as possible, so that we could possibly have the first class starting next week. It was in agreement from all in attendance, that Miss Aida Lopez, Reverend Stacy, Sister Palmira Perea, and Mrs. Gertrude Ward be the committee to draw up such a proposal. At the close of the meeting, Miss Aida Lopez informed those present that we would have a copy of the proposal. I informed Miss Lopez, and her committee that if CEP could be of any service, we would be more than happy to be of any assistance. The meeting was then adjourned.

CARL GUZMAN
CENTER DIRECTOR

cc/ Mr. Ben Luna
Mr. Steve Morris

GARY CEP PLANNING CONFERENCE
FACT SHEET

What - Gary CEP Planning Conference

When - March 17 - March 21, 1969

Where - Holiday Inn of Greater Beloit
U.S. Route 51 and 75
Beloit, Wisconsin 61080
Area Code 815-389-3481

Why - To plan a comprehensive manpower and training program for the year beginning July 1, 1969. A program which in concert with other public and private efforts will have a demonstrable effect on unemployment and economic development in the City of Gary.

Please confirm your reservations by March 7, 1969 by calling Gary Concentrated Employment Program, 738 Broadway, Gary, Indiana 46402, Area Code: 219-885-0564 and ask for Miss Marilyn Daniels.

Program Outline

Monday, March 17, 1969	Economic Development and Unemployment in Urban Areas: An Overview Honored Guest Speakers and Panel
Tuesday, March 18, 1969	Economic Development in the Ghetto: Public and Private Resources
Wednesday, March 19, 1969	The Private Sector: Industry and Unions
Thrusday, March 20, 1969	Inter-Agency Coordination: Citizen Participation and Formal Structure
Friday, March 21, 1969	CEP Current Report: Problems and Directions

March 7, 1969

Shirley Lacy,
Director of Training
Scholarship, Education and Defense
Fund for Racial Equality
164 Madison Avenue
New York, New York 10016

Shirley:

This is an attempt to give you some background on the Institute's endeavors in Gary.

If there are any questions we can talk about them on the 24th.

We would appreciate your sending additional copies of Education for Action and A New Program to Assist Newly Elected Negro Officials.

Sincerely,

Bob Jackson,
Director

BJ:cym

Enclosures

A NOTE FROM
MARVIN RICH

Bob

Thought you would be particularly interested in the News Letter on HUNGER since it is probably the most comprehensive treatment of where we are in the field.

Marv

LEGISLATIVE NEWSLETTER

Americans for Democratic Action
1424 16th Street, N.W.
Washington, D.C. 20036

Verlin Nelson, *Legislative Representative*

Issue Number 3
March 7, 1969

The serious problem of hunger in America is back in the headlines as a result of the Select Committee on Nutrition and Human Needs. The committee, chaired by Sen. George McGovern (D-S.D.), was established July 30, 1968, to study hunger and malnutrition and to recommend corrective measures. Sen. McGovern, a former administrator of the Food for Peace program and the Senate's leading expert on world food problems, introduced with 35 co-sponsors the resolution which called for a special Senate committee to find ways to end "the paradox of want and starvation in the most affluent society in the history of mankind."

As established, the 13-member committee includes members of the Committees on Labor and Public Welfare and on Agriculture and Forestry, and was to have reported by June 30, 1969, on hunger in America. The forming of the Senate select committee in effect ended House efforts to establish a Presidential commission on hunger.

On July 15, 1968, the House passed a bill that would have empowered the President to appoint an 11-member commission to study the extent of hunger and malnutrition in the United States. The bill was sent to the Senate where the Labor and Public Welfare Subcommittee on Employment, Manpower and Poverty deferred any action after the Senate set up its own committee.

At the opening of the 91st Congress, Sen. McGovern re-introduced his resolution -- this time with 54 co-sponsors (37 Democrats and 17 Republicans). The 1969 resolution asked for a six-month extension for the select committee to do its work and an appropriation of $250,000 for the year's work.

After it was established in 1968, the select committee had requested $130,000 in funds. It was given only $25,000. The committee was not able to hire sufficient staff to begin its work or make plans to do so.

Recommendations and appropriations for all Senate committee investigations and inquiries must go through the Rules Committee, and the Rules Committee -- in executive session -- voted to cut the McGovern request from $250,000 to $150,000. Rules Committee chairman B. Everett Jordan (D-N.C.) said, however, that his committee would give "prompt and sympathetic consideration" to any future request from the select committee.

Senators McGovern and Javits (R-N.Y.) mounted a challenge that brought a rare reversal of Rules Committee recommendations. After three hours of floor debate the Senate rejected the Rules Committee's recommendations, adopted the resolution extending the select committee, and granted the full $250,000, as requested, by voice vote.

Since then the McGovern committee has been holding hearings in Washington and has made Florida and Boston target areas for March hearings. But the job is not done with the funding of a committee. Competent staff research and reporting by the McGovern Committee must be only part of a broad, long-range commitment to eliminating hunger in America.

Indeed, in the past two years there have been numerous precursors to the McGovern Committee which have issued studies and valuable reports on the problem, and the national media has likewise focused attention on the plight of the hungry.

* * *

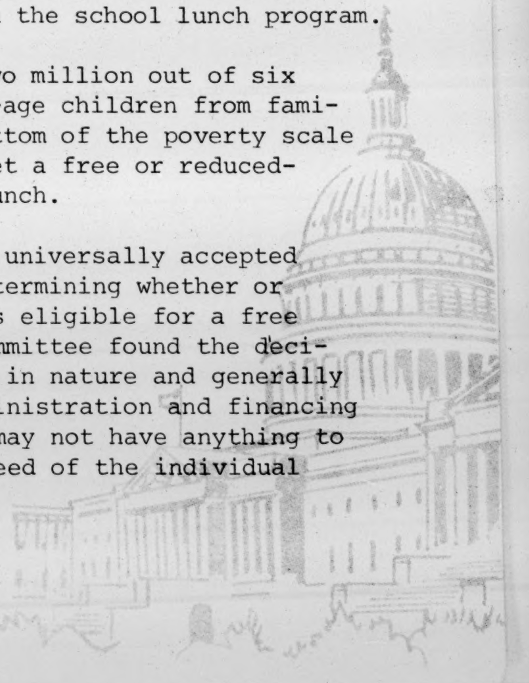
THE COMMITTEE ON SCHOOL LUNCH PARTICIPATION issued "Their Daily Bread," a report on the school lunch program, on April 16, 1968. The committee was composed of members representing Churchwomen United, National Board of the YWCA, National Catholic Women, National Council of Jewish Women, and the National Council of Negro Women. The report was compiled from more than 1500 personal interviews conducted across the country by housewives using a 35-page questionnaire.

In investigating the school lunch program the committee learned:

**Only 18 million of the 50 million elementary and secondary school children participated in the school lunch program.

**Fewer than two million out of six million school-age children from families at the bottom of the poverty scale were able to get a free or reduced-price school lunch.

**There was no universally accepted formula for determining whether or not a child was eligible for a free lunch. The committee found the decision was local in nature and generally related to administration and financing which "may or may not have anything to do with the need of the individual



A summary of Capitol Hill events . . . legislative actions . . . plans . . . analyses . . . time tables . . . and political developments. Issued twice a month by Americans for Democratic Action, 1424 16th Street, N.W., Washington, D.C. 20036. Telephone: (202) 265-5771. Subscription: $5.00 per year.

child -- and generally speaking, the greater the need of children from a poor neighborhood, the less the community (was) able to meet it."

**Inadequate financing of the program and an "unjust and harmful" formula for state and local financing had allowed states and localities to contribute little or no financial support to the program.

**Many older schools did not participate in the program because they had no kitchen or cafeteria. Other schools said it did not pay to have kitchens or cafeterias; that is, the children's payments could not cover the cost of the program. These schools were usually located in slum areas.

The committee recommended:

**Higher reimbursement rates and increased special assistance funds for schools which serve a high proportion of needy children.

**Uniform standards for determining a child's eligibility for a free or reduced-price meal.

**A universal free lunch program as a part of a coordinated plan for better nutrition for all children.

The committee also urged immediate short-range action that would:

**reduce the price of school lunch to a maximum of 20 cents;

**require local school districts to pay for local administration, labor and equipment (and not take it out of children's fees);

**require states to match federal funds on a one-to-one basis aside from children's fees;

**maintain the cash value of donated commodities at a steady, dependable level.

* * *

THE CITIZENS BOARD OF INQUIRY INTO HUNGER AND MALNUTRITION IN THE UNITED STATES issued "Hunger USA" on April 22, 1968, after nine months of study on cases of malnutrition among poor Mississippians. The 25-member Board of Inquiry was formed in the summer of 1967 at the request of Walter Reuther, president of the United Auto Workers, acting in his capacity as chairman of the Citizens Crusade Against Poverty, after a Senate subcommittee toured Mississippi in the spring of that year and found wide-spread cases of malnutrition. A few weeks later, six doctors reported that they had personally observed what they called inhuman and intolerable conditions in Mississippi.

The Board included physicians, educators, clergymen and labor union leaders and functioned as a separate entity under the co-chairmanship of Dr. Benjamin May, president emeritus of Morehouse College in Atlanta, Ga., and Leslie W. Dunbar, executive director of the Field Foundation, New York. Its work was supported and financed by nine private foundations, churches and organizations.

Its findings after field trips and hearings around the country were as follows:

**Between 10 million and 14.5 million Americans are chronically malnourished.

**Only 5.4 million of the estimated 30 million persons living in poverty received surplus commodities or food stamps under current Agriculture Department programs, and one-third of those receiving aid still have a poor diet as judged by Agriculture Department standards.

**256 "hunger counties" in 20 states have grossly inadequate food assistance programs.

**Government food-aid programs were poorly administered and inadequate to eliminate hunger.

**High incidence of anemia, growth retardation, protein deficiency and other signs of malnutrition exist among the poverty population in both rural and urban areas.

"Hunger USA's" major recommendations included:

**Providing some food program, whether food stamps or commodity distribution in every county.

**Elimination of restrictive eligibility requirements.

**Providing adequate quantities, qualities and varieties of food necessary to insure proper nutrition.

**Improvement of the distribution system to make foods more accessible.

**Free food stamps for families and individuals living alone who have no income or available cash. Where payment is required, it should be scaled to encourage rather than discourage participation, with adjustments made to seasonal fluctuations in income.

**Prohibition of state-imposed barriers to eligibility of any person deemed poor under federal standards.

**Simplification of eligibility procedures with certification made on applicant's affidavit alone.

**Use by the Secretary of Agriculture of excess Section 32 funds for spending for the poor.

**Special recognition of the dietary needs of children, pregnant women, the aged and the sick.

* * *

The *CBS TELEVISION NETWORK* presented a documentary program, "Hunger in America," on May 21, 1968. The program reviewed the hunger problem in general, presenting the same bleak picture as the Citizens Board of Inquiry. The CBS program also criticized existing government food programs.

* * *

The leaders of the *POOR PEOPLES CAMPAIGN* released a list of 50 demands on government agencies and on Congress, June 12, 1968. Eight of the demands directly involved food and hunger, five of which were given priority status by the campaign along with 16 other priorities.

The priorities were:

(1) An emergency food program in the 256 counties listed in "Hunger USA" by using Department of Agriculture Section 32 funds.

(2) Free food stamps for those who cannot afford to purchase them; lowering of food stamp prices generally.

(3) Initiation of food programs in the 1,000 neediest counties.

(4) Expanded quality and quantity of food distribution under the Commodity Distribution Program.

(5) Immediate provision of free and reduced lunch prices for every needy school child and specific action to implement the recommendations of the National School Lunch Study, "Their Daily Bread."

The campaign also asked for increased funding for food stamps, commodity distribution, and school lunch and breakfast programs.

* * *

Until 1968 the federal government operated six basic food assistance programs of various size and effectiveness. Five of these programs are under the administration of the Secretary of Agriculture, the sixth is administered by the Office of Economic Opportunity. A seventh and new program added by the Congress in 1968 under Title I of the Elementary and Secondary Education Act allows local school districts to undertake a variety of projects to meet the needs of areas with a concentration of children from low-income families.

Federal food donations to schools and to the needy were begun during the 1930's under the Department of Agriculture to encourage exports, to re-establish farmers' purchasing power, and to encourage domestic consumption, including utilization of commodities for low-income groups. The amount of Section 32 funds expended on the latter has varied as Section 32 funds have been used for the last 20 years primarily as a flexible authority to prevent price collapses for non-price-supported crops.

THE COMMODITIES PROGRAM, a direct food distribution program, was begun in 1946 when Section 416 of the Agricultural Act granted the basic authority for donation of foods acquired by the Commodity Credit Corporation under price support laws or Section 32 authority. Donations of commodities to a wide variety of charities and welfare programs were authorized. Sixteen different commodities were distributed under the program until 1968 when, after considerable pressure, the Department of Agriculture added six more items to the list of commodities distributed.

THE FOOD STAMP PROGRAM is designed to provide a variety of food, including perishables, not possible under the direct food distribution program. The food stamp program utilizes the private marketing system by allowing needy families to shop in local food stores with food stamps worth more than the amount paid for them by the family. The federal government makes up the difference between what the family pays and the face value of the stamps.

The program was initiated as a pilot program with Section 32 funds in 1961 by President Kennedy. In 1963 President Kennedy asked Congress for legislation making the program permanent, and President Johnson repeated that request in 1964. The legislation was enacted in 1964 but funds and the program were on a year to year renewal basis until 1967 when a two year extension was granted.

The amount expended for the program has risen from $35.1 million in 1965 to $280 million for fiscal 1969. The 1964 Act, however, prohibited further use of Section 32 funds for the food stamp program.

The program has had several draw backs: food stamp programs were established in communities only if a state requested them; certification of eligible families was a local responsibility; and there is no provision for free food stamps and no way in which those with no income can obtain stamps. Furthermore, many counties across the country have had to choose between the direct commodities distribution program and the food stamp program when they should have been participating in both. In addition, the amount paid by a family depends on its size and economic status, though no allowance is made in the program for a month to month fluctuation in income.

However, late in February the Agriculture Department announced a pilot program to begin immediately in two South Carolina counties where free food stamps will be distributed to persons with incomes under $30 a month.

SCHOOL LUNCH PROGRAM. The federal government began contributing to school lunches in the mid-thirties through donations of surplus agricultural commodities. The School Lunch Act, authorizing annual appropriations for cash grants to states for nonprofit lunch programs in public and private nonprofit schools, was passed by Congress in 1946. State and local governments were required to match the federal money on a scale rising to $3 of state or local money to each $1 of federal aid. The subsidy was for all primary and secondary school children, but the Act requires that lunches be served free or at reduced prices to children unable to pay. Such children are designated by local school officials. The average federal support for the program on a nationwide basis is about 4.5 cents per lunch, an estimated one-fourth of the amount needed in low income areas.

FEDERAL CHILD FEEDING PROGRAMS now include the general lunch program, free and reduced-price school lunch, the school breakfast program, the special milk program which goes to all children, and the school milk program set up for needy children. The Child Nutrition Act of 1966 included two new programs for needy children -- a two-year pilot program to provide school breakfasts in impoverished areas; and a program to assist poor schools in buying necessary equipment to establish lunch and breakfast programs.

EMERGENCY FOOD AND MEDICAL SERVICES PROGRAM is a $25 million program administered by the Office of Economic Opportunity. It was established by Congress in 1967 to provide hungry and undernourished persons with food and medical attention.

Department of Agriculture budget estimates for fiscal 1971 show expenditures of $644 million for child feeding programs (up $21 million from fiscal 1969); $725 million for family feeding programs (up $177 million); $63 million in direct distribution to institutions (down $1 million); and $15 million for nutrition aides and education (up $5 million). The total expenditure is $1.45 billion for food assistance.

Although we have moved here and there with some awareness, neither the Administration nor the Congress has proposed or acted upon the fact of hunger in the United States with any blueprint for action or any long range commitment to end hunger. We can no longer afford to approach this problem in piecemeal fashion. The elimination of hunger must be established as a national goal and so proclaimed by the Administration and the 91st Congress.

# # # #

Americans for Democratic Action
1424 16th Street, N.W.
Washington, D.C. 20036

FIRST CLASS

Negroes Talk Over Leadership Roles

By JAMES T. WOOTEN

Special to The New York Times

PROGMORE, S. C.—James L. Felder was happy about his day's work.

As a field representative for the Scholarship, Education and Defense Fund for Racial Equality, he had come to this Atlantic Coast community to organize a leadership training conference for Negroes from two counties.

At the end of the first day, he was satisfied.

More than 100 officials and leaders were participating in the conference and for Mr. Felder and his organizaton, members are important.

On the evening before, they had listened intently as Lucius Amerson told how he had been elected sheriff of Macon County, Ala. That morning the participants had divided into two workshops led by representatives of the defense fund. They had talked about public relations, attitudes and racial awareness, and about the roles and responsibilities they shared as leaders in their communities.

Relations Checked

Now, they were on their way to lunch, and Mr. Felder cocked an ear to the window of the small office to hear their reactions to the first workshop session.

"I'll tell you this, these people from up North got a lot on the ball," a Negro magistrate from Beaufort County was telling his companion as they walked past.

A school superintendent from nearby Jasper County was instructing a young teacher on the virtues of copious notetaking. "What's being said is important and if you don't write it down, you'll forget it and if you forget it, that's very bad."

They were walking from an old conference hall to a nearby cafeteria where the staff of Penn Center had prepared lunch for them. Their conversation drifted across the campus of the old Quaker school that was built after the Civil War to educate former slaves.

"These conferences are strange," Mr. Felder observed. "They can end up being absolutely nothing if you're not careful."

Deep Effect Seen

Apparently, Mr. Felder had been careful for, according to his own evaluations and those offered by the conference participants themselves, the weekend at Penn Center may have a profound effect on the future of Negroes in the area.

Beaufort County is a collection of large islands at the southeastern tip of the state. Negroes constitute about 40 per cent of its 30,000 residents and nearly one-half of its registered voters. In the last three years Negroes have been elected to the Board of Education and the county and city councils, and last spring, two won Democratic primary races for magistrate and were appointed, as is the tradition, to those offices.

But in nearby Jasper County, where the population is predominantly Negro, there are no Negro elected officials. Mr. Felder believes it is because Negro leadership in the community has been both ineffective and fragmented.

'To Get Them Together'

"That's the purpose of this conference—to get them together," he added as he joined the others headed for lunch.

The sun strained through shreds of Spanish moss hanging from giant oak and cypress trees, and as Mr. Felder, a native South Carolinian, walked through the shadow patterns, he talked about the attraction of the region for those who live there.

"This is real pretty country here, O.K.," he conceded, "but more than that, these people are here because it's their home and they want to stay here and make it better."

The defense fund, he explained, tries to help them do just that by exposing them to tested and tried techniques for political success. "You see," he said, "we believe in politics and the power it can transfer to our people."

The conference began on Friday night and ended Sunday afternoon at a cost of about $1,000 to the fund, a New York-based organization subsidized by grants from foundations and from funds earned in contracts from industry for organizing and leading similar training conferences.

Mr. Felder, 29 years old and a former Army sergeant, is a native of Columbia who is a lawyer. He was the noncommissioned officer in charge of the honor guard for President John F. Kennedy's coffin. Now he is director of the defense fund's new program of assistance for newly elected Negro officials. The South Carolina conference was one of dozens already finished and dozens more planned during the coming year.

The fund leaders attempt to train the participants in the mechanics of winning politics, from qualification through campaign to election day procedures.

But here, this weekend, the discussion also took on a general aim.

"The real need of these people," Mr. Felder said, "is to get to know each other as leaders, as Negro leaders. They need to get together often, to cross their organizational lines, to build a black coalition."

THE NEW YORK TIMES, TUESDAY, MARCH 13, 1959

Distributed by: SEDFRE
164 Madison Ave.
New York, N. Y. 10016

HUMAN DEVELOPMENT INSTITUTE, INC.
A BELL & HOWELL COMPANY

34 Old Ivy Road N.E., Atlanta, Georgia 30305 (404) 261-6853

March 10, 1969

Mr. Bob Jackson
Gary C. E. P.
738 Broadway
Gary, Indiana

Dear Mr. Jackson:

I'm writing to inform you of the further development of our ENCOUNTERTAPES for Biracial Action Groups since our test session in Gary in December.

Based on the experience we had in Gary, we have made some modifications to the tapes, particularly to the second session, which has been substantially redone. Our tests of the revised program have greatly encouraged us, and we are proceeding with development of the second phase of the program -- an action phase for those groups in a position to take some action in the community.

The completed package of tapes will probably be available to the public in May, 1969. The final package will be self-instructional -- no outside trainer will be necessary. Until that time we are available to conduct workshops, on a fee basis, making use of the relatively finished portion of the program (i.e., the revised version of the tapes you went through).

Because of the improvements in the program, it is now possible for one HDI trainer to conduct the workshops for large numbers of people at once, provided there are sufficient rooms and tape recorders to break them into small groups. If you would be interested in having such a workshop in your area, please let me know.

Also, I would very much appreciate hearing any delayed reactions, positive or negative, which you had to the program.

Thank you again for having participated -- the test was a very valuable one for us.

I am enclosing a preliminary description of the Biracial Action Group Program, along with a brochure, describing our residential laboratory.

Sincerely,

Freeman T Pollard

Freeman T. Pollard, Manager
System for Educational Change

FTP:mns

Enclosures (2)

SCHOLARSHIP,
EDUCATION AND
DEFENSE
FUND FOR
RACIAL EQUALITY inc.
164 MADISON AVENUE
NEW YORK, N.Y. 10016
(212) 532-8216

Bob:
I thought you
would be interested
in this. Formal
announcement will
be made on the
20th
Mar

March 11, 1969

Dear Fellow Board Member:

On February 19, 1969, the Executive Committee discussed the need to revise and upgrade the top operating executive positions of SEDFRE in line with the rapid growth of the program and staff and the development of certain individual staff members.

The Committee decided to propose to the Board that the office of President become a staff position, with responsibility for the basic policies and financial condition of the organization and for its general relations with the world at large; and that ~~Marvin Rich~~ fill this position. The duties of the Executive Director would thus be concentrated on program supervision, coordination and development -- tasks now clearly requiring the full-time commitment of a person free of those responsibilities to be assigned to the President. The Committee felt that Ronnie Moore should unquestionably be appointed Executive Director. The post of Leadership Training Director would be filled as soon as possible, probably by one of the present staff of this program.

The Executive Committee requested ~~Andrew Norman~~ and ~~Marvin Rich~~ to prepare for the March 20th Board meeting, a clear description of the respective duties and areas of authority of the President, Executive Director, and Leadership Training Director, and to recommend a candidate for the latter position.

The proposed job outlines are enclosed for your consideration. A recommendation for Leadership Training Director will in all probability be ready for the Board at the meeting if the proposed changes are approved.

Sincerely yours,

Andrew E. Norman
President

Enclosures: (4)

Contributions are deductible for income tax purposes

■ *president:* Andrew E. Norman ■ *vice presidents:* William S. Ellis, Nannette Sachs ■ *secretary:* Ezra Levin ■ *treasurer:* Shelley Appleton ■ *executive director:* Marvin Rich ■ *leadership development director:* Ronnie M. Moore ■ *legal director:* Carl Rachlin ■ *BOARD OF DIRECTORS:* Nils R. Douglas, chairman ■ James Baldwin ■ Katrina McCormick Barnes ■ Allan Barton ■ Jonathan Bingham ■ Canon James P. Breeden ■ Robert Curvin ■ Charlotte Devree ■ Robert F. Drinan, S.J. ■ Michael O. Finkelstein ■ Doris Freedman ■ James T. Harris, Jr. ■ Claude Heckscher ■ Norman Hill ■ Arthur Kimmelfield ■ Dr. Archie Lacey ■ Jeremy Larner ■ Joann List Levinson ■ John Lewis ■ Leon Modeste ■ Henry Morgenthau, III ■ Dr. William Stuart Nelson ■ Edward Norton ■ Richard J. Schwartz ■ Elaine Slater ■ Rowland Watts

Job Description March 11, 1969

PRESIDENT

- Under the general direction of the Board of Directors, is responsible for the financial and corporate integrity of the organization.

- Responsible for the preparation of the annual budget, supervises the allocation of funds within the budget.

- Responsible for raising the required funds from foundations, organizations, and individuals.

- Supervises bookkeeping, auditing and reporting functions.

- Responsible for public relations: developing understanding and support among important groups of the goals and methods of SEDFRE.

- Responsible for personnel policies and procedures.

- Responsible for scheduling meetings of Executive Committee and the Board, and for preparing appropriate reports and information.

- Jointly responsible with the Executive Director for program planning, materials development, research and related functions.

- Jointly responsible with the Executive Director for developing contacts and relations with federal agencies, peer groups and related functions.

Job Description March 11, 1969

EXECUTIVE DIRECTOR

- Responsible to the Board for analysis and recommendations with regard to existing programs as well as supervising, coordinating and developing programs - at present the programs include: Training, Legal, Technical Assistance and Scholarship program.

- Responsible for the negotiation of major contracts.

- Responsible for staff growth and development, including planning and convening staff meetings, and individualized staff development.

- Work with the President and the Board in developing the budget.

- Assist the President in public relations, fund raising and related functions.

- Jointly responsible with the President for program-planning and materials development, research and related functions.

- Jointly responsible with the President for developing contacts and relations with federal agencies, peer groups and related functions.

Job Description March 11, 1969

LEADERSHIP TRAINING DIRECTOR

- Coordinate and develop training activities.
- Assign and supervise training staff associates.
- Responsible for the preparation of reports, schedules and evaluations of departmental activities.
- Planning workshops growing out of other SEDFRE programs.
- Negotiating small contracts.
- Developing a cadre of consultants and resource people.
- Assist in the development of resource materials.
- Develop a relationship with other training groups.
- Approve staff expense reports and departmental expenses.

Bob

MEMORANDUM

March 12, 1969

TO: Staff

FROM: Marvin Rich

SUBJECT: Vacations

It's getting to be that time of the year again. As you know, members of the clerical staff are entitled to two weeks vacation after one year of service and three weeks after two years of service. Members of the professional staff are entitled to three weeks after one year, and four weeks after two years. Employees on staff six months will be eligible for one week's vacation.

It is our intent that vacations actually be taken. Therefore, they may not be accured from year to year. They must be taken by February 28 of the next year. Up to one week vacation maybe taken in pay.

I would hope that we could arrange the vacation schedule fairly quickly. Schedules should be approved by the Department head and by me. This is important so that there is coverage of essential functions at all times. Attached is a schedule listing amount of vacation time for each employee.

Have fun!

Attachment: (1)

1969 Vacation Schedule

Employee	Amount of Vacatinn
BELL, Laree	4 weeks
COLE, Edward	3 weeks
FLORES, Andres	1 week
GORDON, Spiver	4 weeks
HELPER, David	3 weeks
McCAIN, James	4 weeks
MOORE, Ronnie	4 weeks
SMITH, Henry	4 weeks
JACKSON, Robert	1 week
MORENO, Carmen	1 week
LACY, Shirley	4 weeks
McCOY, Pamela	1 week
WALDMAN, Susie	
FELDER, James	1 week
PETRUS, Rosemarie	1 week
RACHLIN, Carl	4 weeks
GREENE, Barbara	1 week
RICH, Marvin	4 weeks
TURNER, Jacqueline	3 weeks
MARGOLIES, Eleanor	4 days
FUENTES, Zoila	1 week
ESPEUT, Lola	
SMITH, Kevin	

SCHOLARSHIP,
EDUCATION AND
DEFENSE
FUND FOR
RACIAL EQUALITY inc.
164 MADISON AVENUE
NEW YORK, N.Y. 10016
(212) 532-8216

March 13, 1969

Mr. Robert Jackson
NEIGHBORHOOD ACTION INSTITUTE
1700 Adams Street
Gary, Indiana

Dear Bob:

Could you do two things for me?

First I would like some reports of the actual content of the training you have been doing. If we are going to try to fund on a more adequate basis, we have to go to facts and they are going to ask to see reports.

Second: What are your immediate contract prospects, and for how much? Also, have you re-negotiated the CEP contract, and how much does it include at present?

I hope to see you soon.

Cordially,

Marvin Rich
Executive Director

MR:s

Contributions are deductible for income tax purposes

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490

JERRY PERLMUTTER

19 W 150 - 36th Street; Downers Grove, Illinois 60515

TO: MR. ROBERT JACKSON, DIRECTOR
NEIGHBORHOOD ACTION INSTITUTE
1700 Adams Street
Gary, Indiana 46407

FROM: Jerry Perlmutter

Fee for training services on March 14, 15, 16, 1969.

Re: C.E.P. Citizen's Board Workshop.

3 days @ $150.00 per day..................$450.00

Pd. 3-16-69
ck. # 111
NAI CEP Program
account
cyn

JP/n

March 4, 1969

JERRY PERLMUTTER

19 W 150 - 36th Street; Downers Grove, Illinois 60515

TO: MR. ROBERT JACKSON, DIRECTOR
NEIGHBORHOOD ACTION INSTITUTE
1700 Adams Street
Gary, Indiana 46407

FROM: Jerry Perlmutter

Fee for training consultation services on Friday afternoon, February 7, 1969.

Re: C.E.P. Citizen's Board Training Project.

.......................$50.00

Pd 2-7-69
ck # 111
NAI account
cym

JP/n

March 4, 1969

March 20, 1969

TO: Marvin Rich

FROM: James L. Felder

RE: Beaufort Conference

This is a brief report on the conference SEDFRE sponsored at Penn Community Center, Frogmore, South Carolina, in Beaufort County, on the weekend of March 14-16.

Some 200 residents of the Sea Islands of South Carolina attended this 3-day meeting. The opening session featured an address by Sheriff Lucius Amerson of Macon County, Alabama. He urged the audience to "de-brainwash" themselves of the notion that a black person must have a college degree in order to seek, win and successfully hold public office. Sheriff Amerson was also persuasive in advising people to put more stress on electing local officials than on running candidates for U. S. Congressional seats.

At the workshops on Saturday, SEDFRE staff Members, Spiver Gordon and J. T. McCain served as group trainers. The sensitivity approach was used in workshops during that first morning session. As expected, there was a great deal of confusion among the participants. But that is why we were there - to confuse them, to prod them. to make it possible for them to vent hostilities, to establish dialogue between community leaders. There had been a breakdown in communication and as a result the black community in the county had become very fragmented.

Participants at the conference comprised the leadership of the county, representing some dozen organizations ranging from four NAACP branches, a voters' league, a welfare rights organization, right through the professional women's and teachers' groups. Trainees returned and remained throughout the sessions. After that first session on attitude exploration, the tone was set and our participants did not want any of the sessions to break up.

Beaufort County has many ironies and inconsistencies. It has more black elected officials, - eight - than any other county in South Carolina. It encompasses Hilton Head Island, a very plus resort retreat; however there is more hunger and poverty on the other end of this island than exists in any other given county in the state. Beaufort has more organizations than any other county - but they do not function cohesively. Because of Penn Community Center, there is a great deal of awareness of outside activities; many conferences, sponsored by a variety of national organizations, meet at Frogmore. Nonetheless, it appeared the black community could not come together on any single issue.

For example, the head of the welfare rights organization, a welfare mother and the principal of a local elementary school, who doubles as head of the Adult Education program, were not on speaking terms. Each needs the other, but neither could transcend the hang-up of clashing personality differences. At the end of the conference - after a confrontation between these two women - the welfare mother, Mrs. Hazel Frazier - summed up the weekend workshop in these words: "This weekend we built a bridge in this community. I want to see a lot of transportation using that bridge - and I don't want to see all of it going one way."

With that comment, the conference broke up to rounds of applause and cheers. It seems that at long last there will be some working together of Beaufort County's "highs" and "lows" (as the community split was so succinctly described by an old county resident.

While there, we were able to visit the newly constructed and functioning office of two newly elected magistrates, with whom the Technical Assistance Program of SEDFRE had been working with very closely. They had finally been commissioned to serve and during the first ten days of operation, one of the new judges handled 51 cases. They are very enthusiastic about their new duties. The entire community look upon their assumption of office as a shining example of justice.

It is my hope that we can do this kind of training in every black community where there is a great deal of fragmentation. Ideally, this would be the thing to do. However, staff-wise and financially, we are not yet equipped to take on regularly, this kind of individual county training workshop. I do recommend however, that we continue to mount such programs whenever feasable.. In any long-range program this should be considered high priority.

Jim McCain and myself are old faces in Beaufort County, but Spiver Gordon was a newcomer, initially viewed with suspicion, until he began to function and "do his thing." By the time the conference ended, Spiver could have been elected mayor of the island. I am simply saying that the staff personnel who were in attendance at that conference handled themselves very well and it left a perfect image of SEDFRE as a highly responsible and effective organization.

March 20, 1969

TO: SHIRLEY LACY

FROM: BOB JACKSON

SUBJECT: Discussion of NAI

1. All day lab to identify federal training needs.
2. SEDFRE staff follow-up with Gary staff development.
3. Bethel Community Change Agent lab.
4. O.D. training forAdministration Department Heads.
5. Ronnie's memo.
6. NTL contributions with NAI.
7. Follow-up to Battle Creek lab.
8. Background on NAI.

March 20, 1969

TO: Marvin Rich

FROM: Bob Jackson

SUBJECT: Neighborhood Action Institute Training, past and future

Dear Marvin:

This is in answer to your memo. The following are the training sessions I have conducted:

Metro Corps is the CAP Agency in Gary and it has only been funded thus far for planning. The planning grant was for one (1) year and it ran out last month. At present the program is operating on a month to month extension of last year's planning grant and has not been funded for operation as of yet.

The Program has three (3) decentralized neighborhood offices which house five (5) outreach workers each. The staff has been concerned by its lack of community organization knowledge and decided to start something themselves.

The workers contacted some persons in the City to hold training "classes".

I was contacted to hold one of the half-day classes. I told the group that I couldn't do it because I didn't feel it would fulfill their objective. I then asked them to let me provide them with a three-day lab with the following objectives.

1. Aspects of teambuilding
2. Problem identification
3. Aspects of community organization
4. "What is the Poverty Program"

I couldn't get the group to go three (3) full days because the only training they had, had been the lecture type. There were comments like, "I don't want to sit and hear people talk for eight hours" and "It gets boring after a while". I tried to explain the new techniques, but it didn't work. We went into the session and everyone was amazed at the amount of learning they aquired and found that it could also be interestting. After the session they said "We are going to see that the Program gets NAI to do our training". The lab was going great the first twp days, then Ronnie came in and was electrifying.

The training was provided at no cost to the Program, because they didn't have the money and also because I wanted the staff to be familiar with our techniques so that ~~we~~ they will form an additional power block to push for the Institute providing the training for the organization is funded.

I got Art Naparstek, a trainer who works in City Hall, to work with me on the Model Cities Interviewers training. The objective was to teach the principles of interviewing to 28 community persons.

The sessions went for three (3) consecutive days, then one half-day sessions for three (3) weeks.

I later had trouble with the Contract, because I didn't spell out financial obligations, but I am now an authority on contracts in comparison to my first days here.

Some of the interviewers were members of the Neighborhood Advisory group. They were excited about the session. I think the greatest compliment to the Institute was one participant who said "I think you exaggerated the difficulty we would face, but, because you did exaggerate, I find now I can handle anything".

The eight (8) VISTA's in this area came to the Institute for a training session. We worked with them for two (2) days. The workshop was quite revealing for both the trainers and the participants. The sensitivity session was lively and it was interesting to the VISTAs to know some of their fellow VISTAs' individual feelings, particular in regard to race. They began to question each others position on the race question. The session was so intense with them that they didn't want to stop, so we continued throughout the first day. By the end of the day, they began to make remarks such as "We are not in contact enough with each other" and "I didn't know you felt that way about Negroes". They left the session with a strong desire to began to weld a team of themselves and to obtain continued training, since this is not provided by VISTA on a continuing basis.

I went to VISTA regional office in Chicago to discuss the possibilities of the Institute obtaining an in-service training contract with them for the Lake County region.

I was told by Howard Patton that VISTA is in the process of remapping its training design and that once it was completed, it is quite probable that the Institute could share in a portion of the new design. He indicated that this would take about three (3) weeks. The Institute will follow through.

Page Three
Marvin Rich

March 20, 1969

The other actual training done by the Institute was the training of CEP Board members. The session was chaotic in that only 12 persons of 45 expected attended. The first night those twelve were angry because dinner was planned and they didn't eat, this was because dinner was cancelled by CEP and they were not informed. I brought in two (2) NTC trainers as consultants and the lab was enjoyed by those who attended. The thing that overshadowed the Conference was that it was to be held in Wisconsin, which would have meant a trip to Community folk. The Labor Department disallowed the trip and many Advisory Board membess boycotted the Conference when it was held in Gary.

Contract prospects are these:

1. Purdue University (Mental Health Survey)	$ 5,300.00
2. Gary Youth Serving Agencies	15,600.00
3. Metro	15,000.00
4. Model Cities	10,000.00
5. VISTA (Regional)	10,000.00
Total	$40.900.00

March 20, 1969

TO: SHIRLEY LACY

FROM: BOB JACKSON

SUBJECT: Discussion of NAI

1. All day lab to identify federal training needs.
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Neighborhood Action Institute

1700 ADAMS STREET
GARY, INDIANA 46407
PHONE 885-4316

BOB JACKSON
DIRECTOR

March 25, 1969

TO: Board Members of the Neighborhood Action Institute

FROM: Bob Jackson, Director

SUBJECT: Meeting of the Board Members

Please be advised that the next meeting for the Board of the Neighborhood Action Institute will be held on the 3rd of April, 1969, at 6 p.m., at the Gary Neighborhood House.

Thanking you in advance for your attendance at the said meeting.

Sincerely,

Bob Jackson, Director

City Of Gary
Gary, Indiana

JESSE E. BELL, JR.
ADMINISTRATIVE ASSISTANT
TO THE MAYOR

March 25, 1969

Mr. Robert Jackson, Director
Neighborhood Action Institute
1700 Adams Street
Gary, Indiana

Dear Mr. Jackson:

Enclosed you will find a letter and proposal for an Inner-City Skill Center for Gary from Charles H. Moore, Jr., Regional Director of Volt Information Sciences, Inc.

I would like to set Tuesday, April 8, 1969 as a date to discuss with Mr. Moore the pertinent details and relevance of such a program for Gary. The meeting will take place at 10 a.m. in my office.

Your attendance is imperative at that time.

Cordially,

Jesse E Bell

Jesse E. Bell, Jr.,
Administrative Assistant to the Mayor

JEB /g

VOLT INFORMATION SCIENCES, INC.
640 West 40th Street, New York, N. Y. 10018/212 563 6700

February 24, 1969

Mr. Jessie Bell
Administrative Assistant to
Hon. Richard Hatcher
Mayor
City Hall, 401 Broadway
Gary, Indiana 46402

Dear Mr. Bell:

Permit me to thank you for your cordial reception during my last visit to Gary.

I felt that our discussion was most beneficial, in as much as the goals of an Inner City Skill Center for Gary were defined. Your suggestion of a future meeting with representatives of existing training programs and concerned city officials, will be an important step in analyzing the climate for such a program.

I am enclosing several copies of an outline defining briefly the purposes, goals and contributions of a center to the Gary community. Please make these available to the participants of the meeting being called at your direction. If clarification is needed, I will be happy to assist in any way.

I look forward to our next meeting and await your appointment of same.

With warm good wishes, I remain

Sincerely yours,

VOLT INFORMATION SCIENCES, INC.

Charles H. Moore, Jr.
Regional Director

CHM:lp
Enclosures

VIS

VOLT INFORMATION SCIENCES, INC.
640 West 40th Street, New York, N. Y. 10018/212 563 6700

THE INNER CITY SKILL CENTER (ICSC)

DEFINITION: The ICSC is a model community vocational education school or skill center whose establishment and operational costs are paid by OEO under the Economic Opportunity Amendment of 1967, Public Law 90.222. ICSC centers are located centrally in urban areas.

PURPOSES:

- To reduce the school dropout rate in urban areas.
- To reduce unemployment and underemployment.
- To increase the skill resource pool of the community.
- To reduce the secondary effects of unemployment (i.e. crime, welfare, etc.).

HOW ICSC WORKS:

- The ICSC services youth on a residential and non-residential basis.
- All students are members of the Job Corps and receive regular Job Corps pay and allowances.
- The ICSC services youth while in attendance at a secondary school; a portion of his schooling time is spent at the ICSC.
- The vocational training reflects the needs of the local job market as measured by survey methods.
- Specific jobs are developed prior to training in order to facilitate direct movement from training to employment.
- A full range of counseling services assists the youth to sustain his academic and vocational education, and to develop an optimum vocational adjustment.

WHAT AN ICSC CAN DO FOR YOUR COMMUNITY:

- An Inner City Skill Center can significantly reduce the causes of poverty in your community by offering ghetto youth the means to be self-sufficient via meaningful employment.
- An ICSC represents a $6,000,000 investment over a two year period with all contract services being purchased from your local businessmen (e.g. food, clothing, construction, maintenance of facilities, and so forth). An ICSC will mean a substantial infusion of money into your city's economy.

March 25, 1969

TO: Ronnie
Shirley
Bob Jackson

RE: Gary

Art Naparstack called this morning with regard to information we had requested for our educational financing suit. We got into a discussion of the NAI and our training program.

He said that Bob was doing an excellent job winning the respect of the community people and city officials alike. He also indicated that Bob's skills as a trainer were constantly growing.

Art felt that the one thing that would be most useful would be to develop a six-month to a year training plan, so that we don't simply flit from one small project to another. He indicated that one of the most implrtant needs is community education of the Mexican-American as well as to the black community. He said that the general attitude in Gary was one of "no involvement" but this cuts across all lines from the elite to the ghetto.

He said that another possible program was one aimed at reducing racial polarization. I asked about the possibility of a police community plan. He indicated this would be useful and would probably be supported. He felt we might well develop thru the NAI, a long-range proposal to Ford. Jim Gibson has just written a good evaluation for Ford, of his (Naparstak's) program.

Marvin Rich

MR:s

Midwest Group for Human Resources
A Division of NTL
2 West 40th Street, Suite 200
Kansas City, Missouri 64111

Jan. 29 1969

Received of Robert Jackson

Ten and no/100 ——— Dollars
100

Donation to Minority Group Fund.

$10.00 Gladys Mullen
Admin. Assistant - MGHR

MADE IN U. S. A.

---

midwest group for
mghR
human resources

2 WEST 40TH, SUITE 200, KANSAS CITY, MO., 64111, PHONE 816-531-3136
A division of the NTL Institute for Applied Behavioral Sciences

VLADIMIR DUPRE
Director

March 26, 1969

Dear B ob:

Your check for the "Fund for the Support of Minority Group Involvement in Laboratory Training" has been received and we are most appreciative of your support.

The ad hoc committee, composed of representatives from various groups within NTL-MGHR, will keep you informed on how the money will be distributed.

Again, our thanks and appreciation for your donation.

A receipt is enclosed to be used as a tax deduction for the year 1969.

Cordially,

Vlad
Vladimir A. Dupre,Ph.D.
Director - MGHR
A Division of NTL-IABS

VAD:gm
Encl.

[C.MAR 1969]

Who Are the Trainees?

(Summary of the total number of persons with whom we touched base in Gary in the initial six months. Ages. Color, or ethnic group./ Proportion of men and women. Special groups introduced to training -- CEP, Vista workers, federal program board members, community-project group leaders and members or potential members, federal program employees and paraprofessional aides,/ former gang members, current youth gangs, neighborhood people selected as potential trainers, etc. Some specific detail of human interest: an older person or mother of 11 who did something-or-other; an addict-type who proved effective...or some such concrete detail.)

2

What Kind of Training?

Gary people were shy of undertaking the three-day laboratory recommended to them at first by the Institute director: their image of training consisted of being lectured at, and they had no reason to look forward to anything but boredom in long sessions. This roadblock dissipated in short order -- soon after the first "too-short" class had been held, and one Gary group had been exposed to laboratory training techniques. Word spread quickly, and NAI is now in demand for all sorts of community education -- one-day sessions, three-day sessions the most porpular and practicable.

(Sensivitity, skill development, leadership development. Training trainers. Training paraprofessionals.)

Com

Who Are the Trainers?

NAI staff -- background of each. Network of professional trainers who join the SEDFRE team when the occasion requires. Potential trainers in and around the community. Mention any links with NTL people, etc.

Tom Objectives of Training

(More effective operation of federal anti-poverty programs in Gary

More effective articulation of the needs of the people, and strengthened organization of communities into local groups who can press for the improvements they want.

Better understanding among the various isolated groups: black, Latin American, and white.

More effective participation by community people in the ~~administration~~ city youth programs, and in the administration of Mayor Hatcher.)

Schedule of Workshops

Fred Related Programs Developing in SEDFRE's Gary Institute

Technical and legal assistance to the city government of Gary through SEDFRE National Office.

Creation of a mid-west center for SEDFRE technical assistance and legal service.

[illegible] Evaluation

Some useful beginnings. Training program has succeeded in the first important step: gaining real public acceptance, ~~and~~ Also, there seems to be adequate corroboration from the groups trained of the assessment we made of training needs in Gary. Much work to be done in setting priorities -- who gets trained first and for what -- and ~~perfecting~~ developing an effective staff who can deal with objectivity and depth with the problems people are desirous of tackling.

Cognitive content for this program ~~also needs~~ is the next challenge. The way the Gary office is proceeding -- linked to two major SEDFRE national programs, Technical Assistance to Newly Elected Officials, and Legal -- may provide an important ~~key to developing~~ asset in this regard.

The continued cooperation of the Hatcher administration with this program, despite its independence of operation and the clear ~~threat~~ possibility that it may be strengthening opposition elements, it adds a strong "plus" to this experiment.

JACKIE L. SHROPSHIRE
RICHARD GORDON HATCHER
JULIAN B. ALLEN

SHROPSHIRE, HATCHER & ALLEN
ATTORNEYS AT LAW
2009 BROADWAY
GARY, INDIANA 46407
886-3666

[C MAR-APR 1969]

To: Robert Jackson
Neighborhood Action Institute, Inc.

The names of the incorporators are:

Eddye McCain - 2508 Central Drive, Gary, Ind.
Jesse Bell, Jr. - 1755 Ellsworth, Gary, Ind.
Harriett Lampley - not certain of address but lives on W. 11th

MSS
546

SEDFRE

NEIGHBORHOOD ACTION INSTITUTE GARY, INDIANA
GENERAL CORRESPONDENCE, APRIL - AUGUST 1969

Box 24
Folder 7

State Historical Society of Wisconsin

Please Retain Original Order

FOR YOUR INFORMATION

April 1, 1969

Mr. Glen Van Trease
Special Assistant to the Mayor
Municipal Building
401 Broadway
Gary, Indiana 46402

Dear Mr. Van Trease:

Attached is a memorandum proposal prepared for consideration by the Mayor and the Cabinet. This is in fulfillment of the request forwarded to me by Mr. Art Naparstek.

I would consider this proposal one of the most significant organizational development projects in the country. To the best of my knowledge, no city government is currently attempting a process of this magnitude for a diagnostic examination of its own administrative and management functioning. Gary would, in this sense, be "a first."

As I have indicated within the proposal itself, my personal recommendation would be Alternative I as the most adequate for the system needs which we have previously discussed. Both Alternatives are financially feasible and allow additional funds to be made available for collaboration with other consultant organizations which would be at work connecting the organizational development effort to community action projects. As both an innovation in city management, and a specific action effort within Gary, this proposal is fully in line with the purposes of the original Ford Foundation Grant. In this connection, I would suggest exploration of the contractual process being from Purdue University to NTL/IASS on behalf of the city government. This would maintain complete political neutrality for the consultant organization and completely insure impartiality in the assistance given.

You know that my concern is to explore and negotiate in any way possible to be of assistance to the Mayor and the members of the Cabinet. For this to be effective, as I have previously indicated to you, a major commitment of time is required by all of the executives involved. Given the consultant skills available and the executive commitment which is essential, I am certain that an important contribution for the present administration and the future governing of the City of Gary can be made.

Thank you.

Sincerely yours,

Thomas R. Bennett II Ph.D.
Director of Graduate Studies
Professor of Administration
George Williams College
555 Thirty-First Street
Downer's Grove, Illinois 60515
Telephone: (312) 964-3100
Ext. 231

NTL/IASS Consultant

Encls:
K

A PROPOSAL FOR ORGANIZATIONAL DIAGNOSIS AND
ACTION PLANNING WITH THE MAYOR AND
THE CABINET OF THE CITY OF GARY, INDIANA

Introduction: The Purpose of Organizational Development

Organizational development describes the processes in diagnosis, problem-solving, and training which can be used to help an organization improve its effectiveness. Organizational development does not presume "sickness" within the organization; rather, the focus is on what is required to help the organization be more capable of accomplishing the objectives that it has set forth. What is assumed is the concern within an organization for increased competency in the functions and work of the persons within it, more flexibility in dealing with the changes which it must confront, and increased capacity to do the work that it needs to do to become the kind of organization that is desired.

Organizational development, therefore, works with both the people in an organization and the facts of organizational life, that is, its procedures, its structure, its processes of communication and decision-making, and its relationship to the external environment to which it must be relevant. What is most important is developing the relationship of persons and groups within the organization to one another which will enable them to make the best use of modern procedures, structure, and the knowledge and skills which can be used to make the organization more effective. An organization can make the best use of new "hardware" and "tools" only when these are related to the problems that it has and the capacity of people within it to utilize these resources.

The purpose of this proposal is to provide a design in organizational development which would aid the Mayor and the Cabinet of the City to increase the effectiveness in the organization and administration of the municipal government.

The Characteristics of Organizational Development

Organizational development is more than making "studies" and then providing recommendations for the client to act upon independent of the resources and the involvement of the consultant. Organizational development is action-oriented and is designed to make available to the client organization the resources and skills of a consultant in the problem-solving and action-taking required to confront and resolve the issues of its life.

Organizational development is focused on the processes essential to the administration and management of the organization. This means attention to the communication, decision-making, and problem-solving processes that are used by the people working within the organization.

Given this essential orientation, organizational development is:

- -- Oriented to the system of the organization which means the technology used to get its work done, the way in which it is organized and administered, and how each of its various units and departments work together. How the organization is structured is only one issue. A more critical one is frequently how it actually works, and this is what needs improvement.
- -- Diagnostic about the specific problems and issues which must be dealt with to improve the effectiveness of the organization in its decision-making, its problem-solving, its communication, and its capacity to take action towards its objectives.
- -- Concerned to develop and make available within the organization the relevant knowledge and skills which are needed by the people to improve their work. This builds up the internal competency of the organization and its employees for continuing to be more skilled and effective.
- -- Oriented toward change by helping an organization become more flexible and increasing its capacity to be relevant to the environment in which it must function.

This proposal is designed to assist the Mayor and his Cabinet in utilizing those resources of organizational development which are relevant to the issues in the management and administration of the government about which they are concerned.

A Proposed Design for the Project

There are two alternative designs proposed for consideration. Alternative Proposal I is the more comprehensive and adequate for the collection of data, the focusing of issues, and the provision of consultant assistance. Alternative II is more limited in the information developed, the consultant resources available, and the action steps that are most likely to result. The first design is the most expensive; the second is the least expensive.

Both Alternatives would utilize a consultant team composed of two senior behavioral scientists, one of whom is an organizational specialist, and second a specialist in public administration. In addition, Alternative I would utilize the services of two trained interviewers. Both the consultant and interviewing team would have black and Caucasian members.

Both designs are focused on collecting information within the organization which will identify the specific issues for which executive planning and action must be developed. There would be an accurate feedback of the information and the issues to the executive group and assistance given in developing the appropriate problem-solving and planning for organizational confrontation.

Alternative I

The initial phase in this Alternative involves intensive interviewing (two to three hour sessions) of the Mayor, all members of the Cabinet, and other administrators in the city government to be designated by the Cabinet. A total of 25 to 35 interviews would be anticipated.

The data from these interviews would then be analyzed to provide a diagnosis of the specific issues requiring planning and action by the Mayor and the Cabinet. This data would be made available in a Work Conference of at least two days in length, preferably residential, during which specific planning and problem-solving would be developed with the Cabinet. This initial Work Conference would be followed by at least three additional one day Work Conferences spaced appropriately at intervals which would permit taking action, assessing results, and replanning.

This Alternative would also anticipate the availability of consultant help within individual city departments beginning their own organizational development effort as a consequence of this initial phase of activity.

The budget for this Alternative would include direct costs for fees and maintenance of the consultant team, interview transcription costs, and overhead, but would not include per diem expenses of participants in Work Conferences. The budget for this Alternative is $14,300.

Alternative II

This Alternative would involve essentially the same focus as Alternative I, but the difference is in the procedure. A team of two senior behavioral scientists would be utilized, but there would be no interviews.

The information collection procedure would be through a single three day Work Conference which utilized procedures enabling participants to conduct a self-interview. The data from these self-interviews would then be collected and analyzed by the consultant team with a specific focusing of issues for feedback to the Mayor and the Cabinet during the same Work Conference. The information, therefore, would be restricted in depth to the Mayor and the members of the Cabinet with no access to other persons within the city administration.

This initial Work Conference would be followed by two successive one day Conferences appropriately spaced at intervals which would permit action-taking, assessment of consequences, and replanning. During this follow-up period consultant resources would be available for utilization by city departments in the furtherance of organizational development needs.

The budget for this Alternative is $5,800.

Additional Considerations

Both of these Alternatives are designed for an initial diagnostic phase in a comprehensive organizational development project. Alternative I would be definitively more adequate in the issues identified and focused. An important consequence of this would be the opportunity to develop specific action proposals which could be funded from Foundation and government grants for continuing organizational development work. Such proposals should be available and funded by September 1, 1969.

Alternative II is limited in the data which is generated and in the building in of action resources for the system. Nevertheless, it is a feasible alternative with a lower operating budget.

Both Alternatives permit the funding of additional consultant resources for linking the Organizational development effort to other community action needs. Were this activity to be developed, it would need to be done in collaboration with other consultant groups.

The primary advantage of Alternative I is that it results in better preparation of the total system for utilization of Federal programs and resources. It would provide more specific evidence of the seriousness of intent and of the relevant skills which are being developed within the city administration.

Respectfully submitted by:

Thomas R. Bennett II Ph.D.
Director of Graduate Studies
Professor of Administration
George Williams College
555 Thirty-First Street
Downers Grove, Illinois 60515
Telephone (312) 964-3100
Ext. 201

NTL/IABS Organizational Consultant

K
8/1/69

NEIGHBORHOOD ACTION INSTITUTE
1700 ADAMS STREET
GARY, INDIANA 46407

April 1, 1969

Dear Fellow "Battle Creekers":

On Monday April 14th, at the NAI's office, at 6:00 p.m., a meeting as our first follow-up meeting to the Battle Creek lab will be held.

The objectives of the meeting will be as follows:

1. Plan follow-up training sessions for the team
2. To develope plans for Gary Community Lab
3. To identify key potential NTL staff to continue planning with us

Since this is our first meeting, it is very important that you be present to start moving toward a meaningful Community Lab for the City of Gary.

Sincerely,

Bob Jackson, Director

BJ:cym

cc: Erick L. Crockett
Al Griffith ✓
Charlotte Johnson
Jack Russell
Barbara Wesson
Robert Lee ✓
Larry Mejia – 949-1284
Henry T. Morgan
Archie O. Walker
Fredrica Wechsler – 201

[illegible]

41-69

NAI - Technical Assistance Division of SEDFRE

COPY

The Neighborhood Action Institute will identify and contact all elected Black officials in Indiana.

The Institute will also identify Divisions and notify the Technical Assistance Division of SEDFRE.

April 1, 1969

Mr. Wallace White,
Executive Director
Concentrated Employment Program
738 Broadway
Gary, Indiana 46402

Dear Mr. White:

The Neighborhood Action Institute has chosen April 26 as an ideal day for the training of the Center Council to began. The training for the Council will remain the same as the schedule I sent you dated March 21, 1969 except for the month of July. Since July 4th falls on a Friday, the 5th might be hard for some people to make seeing that that is a holiday weekend; so we have changed that training session to the 12th of July.

One question on the staff training before a schedule can be drawn up is will the training be done during staff time or in the weekends; and will you want the staff trained with the community trainees, or do you want the training sectioned off as far as the staff and trainees? Also, will there be training for the Executive Staff?

If the training schedule is to be done during the week, perhaps we could have two (2) sessions durigg the month for three (3) hours each session; or if done during the weekend, we could have the sessions once a month on Saturdays for six (6) hours. The above applies to both Center Council and CEP staff.

Sincerely,

Bob Jackson

BJ:cym

It is essential that the staff persons who work with the individual Center Councils, be present at all sessions with them, as participant-observer; I feel that this eliminates the feeling of alienation and division between staff and Board.

The following is the schedules of the Center Council and staff of CEP

Training for Center Councils

Saturday, April 26, 1969
" , May 10, 1969
" , June 7, 1969
" , July 12, 1969
" , August 2, 1969
" , September 13, 1969

MAY 17
31
JUNE 14 - 28
JULY 12 - 26
AUG 9 - 23
Sept 13 - 27
Oct. 11

Training on Saturdays will be done from 9:00 a.m. to 5:00 p.m.

Training for CEP staff:

Wednesday, April 16, 1969 ✓
Monday, " 21, 1969 ✓
Saturday, " 30, 1969 ✓
Monday, May 5, 1969
Wednesday, " 14, 1969
Monday, " 19, 1969
Saturday, " 24, 1969
Wednesday, " 28, 1969
Monday, June 2, 1969
Wednesday, " 11, 1969
Monday, " 16, 1969

Saturday, June 21, 1969
Wednesday, " 25, 1969
Monday, " 30, 1969
Wednesday, July 9, 1969
Monday, " 14, 1969
Saturday, " 19, 1969
Wednesday, " 23, 1969
Monday, " 28, 1969
Wednesday, August 6, 1969
Monday, " 11, 1969
Wednesday, " 20, 1969
Monday, " 25, 1969
Wed Sept 3, 1969
Monday " 8
Sat " 13

Total of 29 days - 3 consultants per day at $75.00 per consultant per day. There is a shortage of $25.00, which the NAI will pay to a consultant to equal the regular pay of $75.00 per day.

TOTAL CONSULTANT ALLOTTMENT --$7500.00

MAY M W SAT

April 2, 1969

Mr. Frank Collins
Concentrated Employment Program
738 Broadway
Gary, Indiana 46402

Dear Frank:

This is a short note of gratitude for your continued efforts to keep the Neighborhood Action Institute in line with Labor Department expectations regarding our contract. I think too often this type of dedication is taken for granted, but I want to inform you of my deep appreciation of same.

If there are any further addedums or information you desire regarding our contract, please don't hesitate to call upon me.

The staff of NAI is prepared to cooperate with your office and the entire CEP staff in any way you deem beneficial to the over all betterment of our Programs.

Your assistance to my Program is greatly appreciated.

Sincerely,

Bob Jackson,
Director

BJ:cym

April 2, 1969

Mr. Freeman T. Pollard, Manager
System for Educational Change
Human Development Institute, Inc.
34 Old Ivy Road N.E.
Atlanta, Georgia 30305

Dear Mr. Pollard:

This is in answer to your letter of March 10th regarding my experiences with your ENCOUNTERTAPES, which were used during your test sessions here in Gary last December.

I am glad to hear the impending availability of those tapes for I feel that could be of substantial benefit to me and my future training endeavors.

I am especially glad to hear of substantial revisions for I feel the they were in order. The personal difficulty I had with the tapes was that they seemed to be oriented towards individuals who have had no inter-racial contacts previously. I feel for persons of this limited experience the tapes were of great benefit, however, to those persons who have had inter-racial contact and are interested in much more substantive matters, the tapes were inadequate.

The tapes can be used with large groups when there is only one trainer, but they do not substitute for the imputs an experienced trainer could provide during group discussions.

I want to thank you for your letter and wish you continued success in this Program and if there is any way that I can be of assistance in the future, please don't hesitate to call me.

Sincerely,

Bob Jackson, Director

BJ:cym

April 3, 1969

Goodson & Tyler
Public Accountants
1606 Broadway
Gary, Indiana 46407

Attention: Glenn S. Tyler

Dear Mr. Tyler:

As per your request of March 24th, enclosed please find resume of Mr. Robert W. Jackson, Director of Neighborhood Action Institute.

If there are any further questions, please feel free to call out office.

Cordially yours,

Carmen Y. Moreno
(Secretary to Mr. Robert W. Jackson,
Director)

CYM:cym

Enclosure

[c APR 1969]

JERRY SPIEGEL, A.C.S.W.
Training Consultant
5412 So. Blackstone Avenue
684-4412
Chicago, Illinois 60615

Dear Bob –

Sorry I can't make the April 14 meeting as I will be in Washington. – but I am still very interested so keep me tuned it. – Read your Report of the Don Klein, Curt Mial – meeting with interest & would like to discuss with you soon. –

Jerry

P.S – Did a five day gig with Spiver last week – he's great, –

METROPOLITAN COMMUNITY ACTION BOARD

Advisory to Community Action Commission

1525 LINN STREET
CINCINNATI, OHIO 45214
PHONE (513) 241-1425
Home: (513) 751-6523

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PROGRAM
DOLLY FOSTER RUTH HEATH

Mail here always
3478 Harvey Avenue, 45229
April 4, 1969

My Dear Son and Brother,

Am very glad I heard from you today. I needed a pick-up and your wonderful letter gave it to me.

I am glad you called me Moms, because it meant I mean something to you and that I mean something to all the generation that will follow me. I'm not expecting to die tomorrow though. (smile) I was glad to have the opportunity to meet the few who were there in Michigan. These kinds of meetings are far too few since there is so much we must learn from each other so that we may truly be a united people and a strong political people. I do not mean the hog-wash type politics of today, but politics that can bring about the green power change we need as well as the dignity change.

I am impressed with the Black Peoples Topographical Center and certainly hope to visit it on my next trip to Chicago.

Be Strong - Be Proud - Be Humble and have compassion on the older generation who still feels the need to be submissive because of fear. LOVE THEM ANYWAY.

You know, my son, I believe in a power greater than man, because I know no man who can create this most wonderful creature called "MAN". I believe this power is the LOVE and CARE we have for each other. This love must be strong enough to conquer all that must be conquered. If you don't believe this what can you hold on to? We must be conquerors together. Far too many black people fear and hate each other and themselves, and education is coming slowly, but we must continue to educate each other and we can't do it by force.

I mean the destructive kind of force that injuries each other, because we need everyone of us. But the force we must use must be to make each man, woman and child true to themselves and to each other.

My son, I am not too well in health and have not been for some three years. I've been in and out of the hospital three times in three years and am still under the doctors care, but I can't stop working with my people because service to people is my dedication, it is my life and really what keeps me living.

The will to live to help make a change in our lives is my daily prayer.

My hope is that God grants me the privilege of seeing you when I'm in Chicago next time and that I will be able to see some of the work that you and other brothers, sisters, sons and daughters are doing to upgrade our cause and to obtain the dignity that God granted us at birth.

Glad you like "The Common Touch" and hope that if you have an article that you want printed you will send it to me for the paper. Our circulation goes as far west as San Francisco and east to New York and Boston and as far south as Arkansas. Now it is going to Panama, Brazil and wherever else I can send it.

All my best with all my heart,

Moms - Margueriette A. Ross

City Of Gary
Gary, Indiana

JESSE E. BELL, JR.
ADMINISTRATIVE ASSISTANT
TO THE MAYOR

AGENDA
INNER CITY SKILL CENTER MEETING - APRIL 8, 1969

1. Welcome
2. Introduction of VOLT staff
    a. Introduction of Program Directors and identification of programmatic areas
3. Presentation by Volt Sciences
4. Directors reaction to presentation in terms of:
    a. Presentation per se
    b. Relevancy to directors' program
5. Action oriented dialogue based upon sentiments expressed by Directors in #4.
6. Recapitulation of:
    a. The areas of firm agreement
    b. Future target dates and related objectives
    c. Items to be followed up
    d. Intra-group correspondence
    e. Date and place for next meeting if necessary.

City Of Gary
Gary, Indiana

JESSE E. BELL, JR.
ADMINISTRATIVE ASSISTANT
TO THE MAYOR

NOTICES OF THE MEETING WITH VOLT SCIENCES SENT TO:

Wallace White, Director
Concentrated Employment Program
738 Broadway
Gary, Ind.

Mr. Charles Graves, Director
LCEOC
708 Broadway
Gary

Robert Jackson, Director
Neighborhood Action Institute
1700 Adams Street
Gary

Benjamin Dobbins, Director
Neighborhood Youth Corps (out of school)
900 Madison St.
Gary

Gary Steward, Director
Metro Corps
1100 Massachusetts Street
Gary

James Taylor
Neighborhood Youth Corps (in school)
620 East 10th Place
Gary

William Staehle, Director of Model Cities
401 Broadway
Gary

Charles Brown, Federal Youth Programs Coordinator
401 Broadway
Gary

SCHOLARSHIP,
EDUCATION AND
DEFENSE
FUND FOR
RACIAL EQUALITY inc.
164 MADISON AVENUE
NEW YORK, N.Y. 10016
(212) 532-8216

April 9, 1969

Mr. Robert W. Jackson
NEIGHBORHOOD ACTION INSTITUTE
1700 Adams Street
Gary, Indiana 46407

Dear Bob:

I would like to do a six-month report on the training that you have been doing in Gary.

I am enclosing a Xerox outline. Obviously, to do it, we need far more detail than we have here at present. Can you fill in the gaps? Do what you can and if there are still gaps, we'll bug you again. If there's anything you think is wrong as the outline now stands, let me know, or if there is anything missing that you think should be included.

Don't let the outline lie around, since it's in very rough shape now, and might be misconstrued.

Thanks lots.

Cordially,

Marvin Rich
President

MR:s

Contributions are deductible for income tax purposes

■ *president:* Andrew E. Norman ■ *vice presidents:* William S. Ellis, Nannette Sachs ■ *secretary:* Ezra Levin ■ *treasurer:* Shelley Appleton ■ *executive director:* Marvin Rich ■ *leadership development director:* Ronnie M. Moore ■ *legal director:* Carl Rachlin ■ *BOARD OF DIRECTORS:* Nils R. Douglas, *chairman* ■ James Baldwin ■ Katrina McCormick Barnes ■ Allan Barton ■ Jonathan Bingham ■ Canon James P. Breeden ■ Robert Curvin ■ Charlotte Devree ■ Robert F. Drinan, S.J. ■ Michael O. Finkelstein ■ Doris Freedman ■ James T. Harris, Jr. ■ Claude Heckscher ■ Norman Hill ■ Arthur Kimmelfield ■ Dr. Archie Lacey ■ Jeremy Larner ■ Joann List Levinson ■ John Lewis ■ Leon Modeste ■ Henry Morgenthau, III ■ Dr. William Stuart Nelson ■ Edward Norton ■ Richard J. Schwartz ■ Elaine Slater ■ Rowland Watts

490

April 9, 1969

Mrs. Rosie Malloy
713 Belmount
Indianapolis, Indiana 46204

Dear Mrs. Malloy:

It was my pleasure to meet you during the A.F.D.C. Mother's Club meeting at the Gary Neighborhood House on March 20 and 21, 1969.

I want to reiterate at this time, that the Neighborhood Action Institute is ready to be of service to your group whenever you desire the Institute's assistance.

The Institute is ready and willing to train in fields of leadership development, parliamentary procedure, organizing, how to run a meeting or any other field in which you feel your group or organization might need training. We hope that you'll feel free to call upon usand we will make arrangements to set up a schedule to commence training.

We hope that you will inform other groups such as your own about the Institute being available to them for services.

Thanking you for your cooperation, I remain,

Respectfully yours,

Fred Minor

FM:cym

April 9, 1969

Mrs. Almer Louis
1621 Sammuel Morris
Fort Wayne, Indiana 46804

Dear Mrs. Louis:

It was my pleasure to meet you during the A.F.D.C. Mother's Club meeting at the Gary Neighborhood House on March 20 and 21, 1969.

I want to reiterate at this time, that the Neighborhood Action Institute is ready to be of service to your group whenever you desire the Institute's assistance.

The Institute is ready and willing to train in fields of leadership development, parliamentary procedure, organizing, how to run a meeting or any other field in which you feel your group or organization might need training. We hope that you'll feel free to call upon us and we will make arrangements to set up a schedule to commence training.

We hope that you will inform other groups such as your own about the Institute being available to them for services.

Thanking you for your cooperation, I remain,

Respectfully yours,

Fred Minor

FM:cym

April 9, 1969

Mrs. Ruth Bonham
505 S. Willow Road
Evansville, Indiana 47700

Dear Mrs. Bonham:

It was my pleasure to meet you during the A.F.D.C. Mother's Club meeting at the Gary Neighborhood House on March 20 and 21, 1969.

I want to reiterate at this time, that the Neighborhood Action Institute is ready to be of service to your group whenever you desire the Institute's assistance.

The Institute is ready and willing to train in fields of leadership development, parliamentary procedure, corganizing, how to run a meeting or any other field in which you feel your group or organization might need training. We hope that you'll feel free to call upon us and we will make arrangements to set up a schedule to commence training.

We hope that you will inform other groups such as your own about the Institute being available to them for services.

Thanking you for your cooperation, I remain,

Respectfully yours,

Fred Minor

FM:cym

April 9, 1969

Mrs. Ruth Alston
3529 Guthrie
East Chicago, Indiana 46312

Dear Mrs. Alston:

It was my pleasure to meet you during the A.F.D.C. Mother's Club meeting at the Gary Neighborhood House on March 20 and 21, 1969.

I want to reiterate at this time, that the Neighborhood Action Institute is ready to be of service to your group whenever you desire the Institute's assistance.

The Institute is ready and willing to train in fields of leadership development, parliamentary procedure, organizing, how to run a meeting or any other field in which you feel your group or organization might need training. We hope that you'll feel free to call upon us and we will make arrangements to set up a schedule to commence training.

We hope that you will inform other groups such as your own about the Institue being available to them for services.

Thanking you for your cooperation, I remain,

Respectfully yours,

Fred Minor

FM:cym

Bob Jackson

GARY CONCENTRATED EMPLOYMENT PROGRAM

INTER-OFFICE MEMORANDUM

Date April 10, 1969

TO Whom It May Concern

FROM Mr. Wallace White

Title

Title Executive Director

SUBJECT CHANGE OF ADDRESS AND TELEPHONE NUMBER

Please be advised that Mr. Wallace White, Executive Director of the CEP program has the following new address and telephone number:

Mr. Wallace White
1942 West 13th Avenue
885-8027

CEP
4-10-69

VIS
VOLT INFORMATION SCIENCES, INC.
640 West 40th Street, New York, N. Y. 10018/212 563 6700

EDUCATION AND TRAINING DIVISION

April 11, 1969

Mr. Robert Jackson, Director
Neighborhood Action Institute
1700 Adams Street
Gary, Indiana

Dear Mr. Jackson:

Thank you for your participation at the meeting on the feasibility of an Inner City Skill Center for Gary.

Since our last meeting, some questions may have arisen concerning our presentation. I would be more than happy to respond to them by mail or telephone.

Looking forward to working with you toward the development of affirmative employment and training opportunities for the citizens of Gary.

Sincerely yours,

Charles H. Moore Jr
Charles H. Moore, Jr.
Regional Director

CHM/mr

PLANNING & EVALUATION ▪ EDUCATION & TRAINING ▪ CONSULTING & MANAGEMENT SERVICES ▪ CONFERENCE & CONVENTION PLANNING

401 Broadway
Gary, Indiana 46402
April 11, 1969

Dear Brother,

The memories of Battle Creek are ever near, ever pressing, and have become even dearer to me as time goes by.

I have not and I am sure you too have not forgotten the strong beautiful bonds of love we forged as a black race and as a strong beautiful people. I hope we can keep these feelings for each other and work to expand these bonds to take in others.

This enclosed letter is from Margueriette written to Bob Lee. It is so beautiful and expresses so much better than I, my feelings and I am sure yours, that we thought we would send it to you.

We here in Gary had the great pleasure of seeing "Boo" again. Instead of going back to St. Louis immediately she stopped over in Chicago. She stayed with me for a couple of days. We all had a ball here and she told "it like was" to a C.E.P. planning session.

I have heard from Lillian Anthony, Bob Barker, and Bob Haugh was here in Gary to see Archie Walker. In taking "Boo" back to Chicago I had the opportunity to see Jimmy again.

All our love to you,

Charlotte

Charlotte

April 14, 1969

Mr. George Bridgeforth,
Commissioner of Buildings
401 Broadway
Gary, Indiana

Dear Mr. Bridgeforth:

This is to confirm our telephone conversation on Friday soliciting your interest in sponsorship of a local Operation Dialogue program. Essentially Operation Dialogue is a leadership discussion program designed to help leaders overcome the artificial barriers to greater understanding and cooperation. National meetings are held in the AMA Grove, Hamilton, New York, and draw attendance from the country at large and abroad. Local meetings however draw on indigenous leadership only. Typical discussion topics include the alienation of youth, improving the quality of urban living, the bankruptcy of the church as a social force, the urban crisis, Viet Nam, the race problem, etc. Discussions are off the record; we produce no resolutions for publication nor do we sound the call to action. Our experience has shown that when leaders are released from these pressures, the achievement of the objective is greatly enhanced.

When I learned from Leslie White of the gathering storm in Gary over disannexation with all of the attendant emotion and polarization, I knew the ground was fertile for a discussion program of this kind. Planned properly, it might be possible to act before the impending crises make an activity of this kind too difficult to mount.

If this letter and accompanying program description strike a responsive chord, I will be glad to visit with you and three or four other interested parties of your choice to explore the possibilities in greater detail. A quick telephone call collect from you will serve to synchronize our calendars. Please bear in mind that there is no cost to the local sponsoring group. It was pleasant chatting with you and your lovely wife. I look forward to a positive response.

Very truly yours,

Clifford C. Coles
Director, Operation Dialogue
Coordinator, Urban Affairs

CCC:mr
cc: Mr. Robert Jackson
Mr. Jack Russell
Mr. Leslie White

MEMORANDUM

April 15, 1969

To: Shirley Lacy
Robert Jackson ✓

From: Ronnie M. Moore

Re: Programmatic Direction of NAI

One area in which staff associates have a lot of difficulty is planning. Maybe we should begin now, so that Bob Jackson will not make the mistake which is typical of staff. Bob should begin now to project his organizational activities for May,June, July, and August, and by July Bob should make some definite decision as to where he thinks the Institute is going in the next fiscal year.

I would like for Bob to deal with the following questions:

1. How does the institute plan to serve the Mexican American community?
2. Can the Institute help in reducing racial polarization?
3. What type of one shot programs would be helpful? example: Police Community Relations Lab.
4. What is the potential of a comprehensive program around schools?

I think that we should develop a proposal for the institute and seek national funding.

R

Bob Jackson

April 15, 1969

TO: All Field Staff Members

FROM: Marvin Rich MR

Enclosed are a number of copies of a schedule of contract services.

The total volume of contracts is growing rapidly. This means we must have some method of knowing where we are. We should bill those for whom we perform services, reasonably soon after the work is performed.

I believe the form is relatively easy to fill out, and can be submitted to this office by the first day of each month. We hope to bill those whom we serve on the fifth of the month.

If you have not submitted a schedule by the first of the month, you may find it difficult to secure expense reimbursement on time.

CITY OF GARY

Concentrated Employment Program

RICHARD G. HATCHER
Mayor

WALLACE WHITE
Executive Director

BENJAMIN T. LUNA
Deputy Director

ADMINISTRATIVE OFFICES
738 Broadway
Phone 885-0564

NEIGHBORHOOD CENTERS
1620 Broadway
Phone 883-2118

1136 W. 5th Ave.
Phone 883-4157-8-9

601-605 W. 11th Ave.
Phone 883-9681-2-3

TRAINING CENTER
900 Madison St.

JOB CLINIC
400 W. 5th Ave.
Phone 883-4121-2-3

April 15, 1969

Dear Mr. Jackson:

C.E.P. has been good to us and to the community which it has served. True, we have made many mistakes, but they were mistakes of the head and not of the heart. Yes, we have many problems but then, if we didn't have problems, we would not be doing our job; problems and their solutions are the measure of our program.

We are proud of our first year's accomplishments and want the entire community to be cognizant of the role that each individual and segment of the C.E.P. program has played in bringing together a tool designed to move aside false ideas, concepts and employment barriers.

You are, therfore, requested to submit a yearly report for the purpose of evaluating the extent to which ---------N.A.I.------ has been successful and of giving possible projections for the future.

You are asked to answer the following main questions (additional comments being optional) and return by May 2, 1969.

Thank you for your cooperation.

Sincerely,

Frank Wm. Collins

Frank Wm. Collins,
Sr. Coordinator - P.S.

FWC:new

Enclosure

CONCENTRATED EMPLOYMENT PROGRAM

YEARBOOK QUESTIONARIE

1. What were the goals set forth for
   Example: Mainstream

2. What accomplishments have been made in your phase of the program since it's inception?

3. What do you hold as future projections for
   Example: Mainstream

ADDITIONAL COMMENTS:

NOTE: Please answer questions on separate sheet of paper.

April 16, 1969

Regional Office of OEO
Chicago, Illinois

Attention: Mr. Bob Revard
Model Cities Specialist

Dear Mr. Revard:

The Board of the Neighborhood Action Institute of SEDFRE wishes to state its intention to work closely with the Board and staff of Gary Model Cities Agency and the Board of Metro Corps, Inc., in developing and administrating the training program citizen participation for target area residents.

It is our understanding that these two (2) agencies are applying for a grant for which to provide this training. This Board will work closely with the Board and staff of Model Cities and Metro Corps in developing this proposal.

The Neighborhood Action Institute of SEDFRE has conducted other training programs and is prepared to undertake administration of this program. We have worked closely with both Metro Corps and Model Cities in the past, therefore, we believe we can be of assistance in making this program a success.

There is an undeniable need for this type of training program and we feel that we could help the Model Cities Agency to work more effectively if this grant were approved.

Sincerely yours,

Jean Thurman,
Chairman

JT:cym

4-16-69

Regional Office of O.E.O
Chicago, Illinois
att: Bob Renard
Model Cities' Specialist

Dear

The Board of Directors of Gary's Model Cities agency heartily concurs in the need for a proposed grant, submitted to you by Metro Corps, Inc. for the purpose of increasing the effectiveness of citizen participants in the Model Cities Program. Our experience in planning for Model Cities has proven to us how crucial it is to obtain the highest quality of indigenous leadership, and how necessary it is to provide opportunities for local leadership to improve itself.

We understand that Mayor Richard G. Hatcher has also concurred with the need for this application. In order to assure adequate citizen participation in the formulation of this program, it is my desire as President of the Model Cities Resident Committee and Board, to appoint members of our Board to work with the Metro Corps Board and the staffs of our two agencies to develop this proposal jointly.

The Board is of the opinion that the Neighborhood Action Institute, a functioning training agency, could administer the program.

Inter-agency relationships among various federal programs currently funded in Gary have run smoothly in past months, due to weekly meetings among agency heads. Based on this past experience, we believe the degree of cooperation necessary to run the program would definitely be forthcoming.

Thank you for your consideration of our request.

Sincerely,

James M. Thomas

April 16, 1969

Regional Office of O. E. O.
Chicago, Illinois

attention: Bob Renard
Model Cities Specialist

Dear Sir

The Board of the Neighborhood Action Institute of SEDFRE wishes to state its intention to work closely with the Board and Staff of Gary Model Cities Agency and the Board of Metro Corps, Inc. in developing and administrating the training program citizen participation for target area residents.

It is our understanding that these two (2) agencies are applying for a grant for which to provide this training. This Board will work closely with the Board and Staff of Model Cities and Metro Corps in developing this proposal.

The Neighborhood Action Institute of SEDFRE has conducted other training programs and is prepared to undertake administration of this program. We have worked closely with both Metro Corps and Model Cities in the past, therefore, we believe we can be of assistance in making this program a success.

There is an undeniable need for this type of training program and we feel that we could help the Model Cities Agency to work more effectively if this grant were approved.

Sincerely yours,

Jean Thurman,
Chairman

JT:cym

April 17, 1969

Dear Fellow "Battle Creekers":

Our next meeting for a possible Gary Lab is schedule for Tuesday, A pril 22, 1969 at 2:00 p.m. at the Gary Room in City Hall.

Hoping to see you there at said time.

Sincerely,

Bob Jackson,
Director
Neighborhood Action Institute

BJ:cym

Notice sent to:

Erick L. Crockett
Al Griffith
Charlotte Johnson
Jack Russell
Barbara Wesson

Robert Lee
Larry Mejia
Henry T. Morgan
Archie O. Walker
Fredrica Wechsler

File

COORDINATING COMMITTEE OF YOUTH SERVING
AGENCIES OF GARY
1100 MASSACHUSETTS ST.
GARY, INDIANA 46407

April 21, 1969

Mr. Marvin Rich, Executive Director
Scholarship, Education & Defense
Fund for Racial Equality, Inc.
164 Madison Avenue
New York, N.Y. 10016

Dear Mr. Rich:

The Coordinating Committee of Youth Serving Agencies of Gary contracted the Neighborhood Action Institute in Gary to direct a sensitivity training laboratory during the period of April 11th through 13th. We would like to commend Mr. Robert W. Jackson, the Director and his Staff for the manner in which they conducted the laboratory. With a minimum of background information concerning the goals and objectives of our organization they were able to present to us new methods of communication between members of the organization and the community at large. The coordinating committee consists of youth serving agencies both federally and privately funded, including the Gary Public Library, the Gary Housing Authority and Community Youth at Large.

We hope to continue to utilize the services of Mr. Jackson and his staff in our own committee and will hope to convey some positive concepts of this program to other agencies.

Sincerely yours,

Frank E. Brown, Chairman
Coordinating Committee of
Youth Serving Agencies of
Gary

FEB/gc
cc: 2

Coordinating Committee
of Youth Serving Agencies
of Gary
1100 Massachusetts
Gary, Indiana 46407

April 21, 1969

Scholarship, Education and Defense
Fund for Racial Equality, Inc.
164 Madison Avenue
New York, N.Y. 10016
Marvin Rich,
Executive Director

Dear Mr. Rich:

The Coordinating Committee of Youth Serving Agencies of Gary contracted the Neighborhood Action Institute in Gary to direct a sensitivity training laboratory during the period of April 11th through 13th. We would like to commend Robert W. Jackson, the director and his staff for the manner in which they conducted the laboratory. With a minimum of background information concerning the goals and objectives of our organization they were able to present to us new methods of communication between members of the organization and the community at large. The coordinating committee consists of youth serving agencies both federally and privately funded, including the Gary Public Library, the Gary Housing Authority and community youth at large.

We hope to continue to utilize the services of Robert Jackson and his staff in our own committee and will hope to convey some positive concepts of this program to other agencies.

Sincerely yours,

Frank Brown
Chairman CCYSA

Copy

April 21, 1969

Dear Mr Jackson & staff,

Just wanted to write a short note expressing my appreciation for your part in the sensitivity laboratory. You provided an unforgetable learning experience, that was a beginning toward a greater awareness of myself & my brothers & sisters.

Thanks!

Sister Joanne

P.S. Enclosed is a carbon of the letter we sent to Mr Rich.

As the faces of them that look therein
shine in the water, so the hearts of
men are laid open to the wise.
Proverbs 27:19

April 23, 1969

Mrs. Alma Lewis,
1621 Sammua! Morris
Fort Wayne, Indiana 46804

Dear Mrs. Lewis:

Thank you for your letter of April 14, 1969 in referenee to your State Conference sbbeduled for June 12 and 13 at Fort Wayne, Indiana.

Let me say tat this time that the Neighborhood Action Institute is ready and willing to provide training in any field included in your list of possible discussion topics.

I would be more than happy to attend the State Welfare Rights Conference and would appreciate if there would be time allotted in your schedule where I could present the purposes of the Neighborhood Action Institute and perhaps stimulate some interest fafffuture training among your members.

Looking forward to your letter, advising me of the time schedule and place where the Conference will be held, I remain,

Most Respectfully yours,

Fred E. Minor

FEM:cym

April 23, 1969

Staff of WPHA
1225 "K" Street, N.W.
Washington, D. C. 20005

Dear Folk:

Just wanted to drop a note to say how much I enjoy reading "The Advocate". Each time that I read the news letter, it brings back memories of our good times together. I miss the warmth and friendship of all of you and hope you will continue to carry on the"Fertig Tradition".

It is good to hear of the activities of WPHA and I hope that these activities will continue in the spirit of social change which is so desperately needed during this time.

I am particularly glad to know that Howard Croft has been added to your staff. I think his abilities to "tell it like it is" lends a great attribute to the efforts of WPHA.

My love goes to Juanita, Molly Elaina and Alice, for there will never be a staff so beautiful. To Ralph and Howard, keep shaking the vine of this system in the beautiful manner in which you can.

I just wanted you to know that it is always good hearing from home and I find "The Advocate" a good vehicle to apprise me of the efforts in D.C.

Look forward to seeing you soon, "keep the faith",

Bob Jackson,

BJ:cym

April 29, 1969

TO: Bob Jackson
Gary, Indiana

FROM: Marvin Rich M.R.

Dear Bob:

Ronnie and I would like to bring up the Gary project at the next Board meeting which will be on May 15th. By then we should be able to reach a decision as to the direction of the project.

Could you come in on say, the 14th, and bring your financial records with you? This would include your cash book, cancelled checks, bank statements and any payroll records you have. This would give our accountant an opportunity to go over them.

I did not know whether or not you were paying taxes, unemployment compensation, disability, etc., when he asked.

If there are any problems please call me.

My best.

May 1, 1969

TO: Staff

FROM: Marvin Rich MR

RE: Insurance

Effective May 1 the life insurance portion of our insurance program will be increased.

Those covered will receive life insurance benefits equal to their annual salary.

Upon reaching the age of 65, insurance coverage will drop to $10,000 or half of the annual salary, whichever is smaller.

5/2/69

TO: Bob Jackson

FROM: Marvin Rich MR

Dear Bob:

I am having about 25 copies of the background information sheet sent to you under separate cover. We are also sending 100 copies of the brochure on the Technical Assistance Program. We are running out of this - there won't be many more.

Ronnie indicated that you were temporarily short of funds. Unfortunately we are too, and I don't believe the situation will improve until late next week. Sorry about that. When you need help we have to know in advance.

Hope to see you on the 14th and 15. We may arrange for you to meet with some foundation people as well as those on the board. We'll see if they're interested.

Marvin

Over 40 Years of Community Service

Gary Alerding Settlement House

630 WEST 15TH AVENUE
GARY, INDIANA 46407

FATHER FRANCIS LAZAR
EXECUTIVE DIRECTOR

May 5, 1969

Mr. Bob Jackson
Neighborhood Action Institute
1700 Adams St.
Gary, Indiana

Dear Bob:

The following is a letter I received from Rev. William L. Martin the director of Camp Lawrence in regards to the "Inner-City Sensitivity Weekend" at Camp Lawrence:

Dear Father Lazar:

"Recently under your sponsorship "Inner-City Sensitivity Weekend" was held at Camp Lawrence; we regret to inform you of the following incidents. One of the participants apparently fell asleep with a lighted cigarette and a mattress was burned up. Need we mention the serious consequences that could have resulted to the individual and to the entire camp premises. No report of this incident was made to us by the participants. Likewise, the evident large amount of alcholic beverages consumed by so few in such a short space of time leaves much to be desired.

Unless action is taken to prevent such incidents in the future the camp facilities will not be made available to said group."

Sincerely yours,

Rev. William L. Martin
Director

I am quite sure you realize the seriousness of these incidents and we certainly can not afford any bad publicity on any of these projects.

I feel that if we should schedule another Sensitivity Weekend in the future, that precautions should be taken to avoid any further repetition of these incidents. I also feel we are obligated to pay for the damages.

Sincerely,

Rev Francis M. Lazar
mc

Rev. Francis M. Lazar

Member Agency United Fund of Greater Gary Area, Inc.

May 5, 1969

Mr. William Moore
5100 S. Kimbark
Chicago, Illinois 60615

Dear Bill:

The following is a list of dates for continued training of the CEP Advisory Boards:

May 17, 31; June 14, 28; July 12, 26; August 9, 23; September 13, 27 and October 11.

I hope that you can be available for training with the participants on the above mentioned dates. It is hoped that you could continued training at the fee agreed upon byuus for the last session ($150.00 per day).

I look forward to hearing from youiimmediately. If there are any questions, please call.

Sincerely,

Bob

BJ:cym

COPY

May 5, 1969

Mr. Jerry Perlmutter
19 W. 150 - 36th Street
Downers Grove, Illinois 60515

Dear Jerry:

The following is a list of dates for continued training of the CEP Advisory Boards:

May 17, 31; June 14,28; July 12, 26; August 9, 23; September 13, 27 and October 11.

I hope that you can be available for training with the participants on the above mentioned dates. It is hoped that you could continued training at the fee agreed upon by us for the last session ($150.00 per day).

I look forward to hearing from you immediately. If there are any questions, please call.

Sincerely,

Bob

BJ:cym

P.S. The NAI will take care of the bill for $23.25 from the Diplomat Inn.

note
from

JERRY PERLMUTTER

GW

Dear Bob,

Would you please see that CEP pays for this motel bill incurred during this workshop you hired me to staff.

Cordially,

Jerry

Bob Jackson

M E M O R A N D U M

Revised May 7, 1969

TO: Staff

FROM: Marvin Rich

RE: Staff Expense Procedures

The following expense policy is a result of analysis of our own expense experience, consultations with our accountant and the consideration of the practices in other similar organizations. It is intended to simplify our present procedure, be fair to the staff members and the organization and be sufficiently flexible to meet different situations. It is hoped that it will be permanent. However, if changes are necessitated by experience, they will be made.

1. Per diem: Per diem will be paid only for overnight stays in a community away from your home base in situations where expenses are not provided directly by the organization or hosting group.

   (a) North of the Potomac we will pay a per diem for lodging of $14 per day and $7 per day for food.

   (b) South of the Potomac the per diem for lodging per day will be $10 and $5.50 per day for food.

   Per diem includes not only room and board, but also local bus and subway and telephone expenses. Vouchers need not be submitted for per diem, but should be kept by you for your own income tax purposes.

2. Taxis: Taxis will be paid by the organization only when required for business reasons. They should be itemized on the expense report and an indication of why they were necessary.

3. Car Allowance: Where applicable, a monthly car allowance of $225 per staff member will cover all auto expenses. This includes parking, maintenance and operating expenses. Do not submit parking, toll or other charges. These should come out of your car allowance. In special cases, car rental will be permitted by the Department head. However, permission should be secured in advance. We receive a 20% discount from Hertz and Avis when we use our own Air Travel card. Staff members without a car allowance who are authorized to use their own car will receive $.10 a mile.

4. Supper Expenses: Expenses of up to $2 will be provided only when you are working evenings while attending a meeting or conference.

5. Entertainment: Entertainment expenses are not usually reimbursable. However, the Department head may authorize these in individual and exceptional situations. Hospitality extended to SEDFRE staff colleagues is not reimbursable.

6. Credit Cards: Credit cards are designed for business use only. Air travel must be authorized by the Department head. Telephone charges in excess of $25 per month per staff member will not be reimbursed. This means that if charges on your credit card exceed $25 on any month, the surplus will be deducted from your expense reimbursement.

7. Travel Reimbursement: The bookkeeper is authorized to advance funds for travel if approved by the Department Head. Normally, this should be done 3 days in advance. If the itemized expenses are less than the amount advanced, the staff member must refund the difference. If the itemized expenses are greater the staff member will be promptly reimbursed.

8. Department Head Approval: The Travel Expense Account Form must be approved by the Department Head before it is submitted for payment to the Accounting Division. Such approval indicates authorization of the expenditure as reasonable and allowable in accordance with the policies and practices of SEDFRE. It is the Department Head's responsibility to question any unexplained expenditures and to withhold approval until the form conforms with the allowable items of reimbursement.

9. Submission of Travel Expense Account Form: The Travel Expense Account Form should be submitted to the bookkeeper promptly after Department Head approval, with the following substantiating documents:

   a. Ticket stubs and receipts for cash payment of transportation.
   b. Hotel bills and receipts.
   c. All other bills, corroborating receipts and vouchers to support expenditures incurred.

10. Reimbursement: When the bookkeeper receives the Travel Expense Account Form with attachments she will promptly check the form foor content and mathematical accuracy.

(more)

10. (continued)

a. If form is satisfactory, she will process the check for payment.

b. If form contains mathematical errors, she will correct computation directly on the form and then process for check issuance and payment.

c. If the form is incomplete or there are questions as to content clarification, the form will be returned to the Department Head for further review and handling.

X X X

**SCHOLARSHIP,
EDUCATION AND
DEFENSE
FUND FOR
RACIAL EQUALITY** inc.
164 MADISON AVENUE
NEW YORK, N.Y. 10016
(212) 532-8216

file

May 7, 1969

Mr. Robert W. Jackson
Director
Neighborhood Action Institute
1700 Adams Street
Gary, Indiana 46407

Dear Bob:

As a follow-up to our telephone conversation on yesterday, we are sending you the following information: 1) We propose to sponsor a conference for black legislators, and school board members in New Jersey, on May 23-25, at the Robert Treat Hotel. The purpose of this conference is to tie in the functions of the legislators with that of the school board members. We would like for Mayor Hatcher to key-note this conference. 2) We plan a similar conference for Connecticut elected officials on June 20-22 at the Downtown Holiday Inn, New Haven, Connecticut. 3) Of this series of conferences one is tentatively scheduled for Indiana sometimes during late August.

We will send you agendas for the above described programs as soon as they are completed, however, these agendas will be tentative only.

We are in a position to offer the mayor an honorarium. Thanking you in advance I am,

Sincerely,

Jim
James L. Felder
Director, Technical Assistance

ldb

Contributions are deductible for income tax purposes

■ *president:* Andrew E. Norman ■ *vice presidents:* William S. Ellis, Nannette Sachs ■ *secretary:* Ezra Levin ■ *treasurer:* Shelley Appleton ■ *executive director:* Marvin Rich ■ *leadership development director:* Ronnie M. Moore ■ *legal director:* Carl Rachlin ■ *BOARD OF DIRECTORS:* Nils R. Douglas, *chairman* ■ James Baldwin ■ Katrina McCormick Barnes ■ Allan Barton ■ Jonathan Bingham ■ Canon James P. Breeden ■ Robert Curvin ■ Charlotte Devree ■ Robert F. Drinan, S.J. ■ Michael O. Finkelstein ■ Doris Freedman ■ James T. Harris, Jr. ■ Claude Heckscher ■ Norman Hill ■ Arthur Kimmelfield ■ Dr. Archie Lacey ■ Jeremy Larner ■ Joann List Levinson ■ John Lewis ■ Leon Modeste ■ Henry Morgenthau, III ■ Dr. William Stuart Nelson ■ Edward Norton ■ Richard J. Schwartz ■ Elaine Slater ■ Rowland Watts

May 7, 1969

Honorable Richard G. Hatcher
Mayor, City of Gary
City Hall
401 Broadway
Gary, Indiana 46402

My Dear Mayor:

Jim Felder, Director of Scholarship, Education and Defense Fund for Racial Equality (SEDFRE) Technical Assistance Program, has been conducting a series of workshops for Black elected officials and is very interested in getting you to ~~attend~~ to deliver the key note address at the workshop on May 23, 1969 to be held at the Robert Trent Hotel at Newark, New Jersey. Realizing that this is short notice for such an endeavor, we would also like to present at this time the date of June 20th for your consideration. The workshop on June 20th for Black elected officials will be held at the downtown Holiday Inn at New Haven, Connecticut.

I will see that you get printed materials regarding these two workshops which will give you added information.

Hoping that you will be able to honor us with your presence on either of the above mentioned dates, I remain,

Most respectfully yours,

Robert W. Jackson,
Director

RWJ:cym

May 7, 1969

Mr. Jessie Bell, Jr.
Administrative Assistant
to the Mayor
401 Broadway
Gary, Indiana 46402

Dear Mr. Bell:

Jim Felder, Director of Scholarship,Education and Defense Fund for Racial Equality (SEDFRE) Technical Assistance Program, has been conducting a series of workshops for Black elected officials and is very interested in getting Mayor Hatcher to attend and deliver the key note address at the workshop on May 23, 1969 to be held at the Robert Trent Hotel at Newark, New Jersey. Realizing that this is short notice for such an endeavor, we would also like to present at this time the date of June 20th for your consideration and hope that the Mayor will be available on either of the above dates. The workshop on June 20th for Black elected officials will be held at the downtown Holiday Inn at New Haven, Connecticut.

I will see that both you and the Mayor get printed materials regarding these two workshops which will give added information.

Hoping that Mayor Hatcher will be able to honor us with his presence, I remain,

Sincerely yours,

Robert W. Jackson,
Director

RWJ:cym

May 12, 1969

Sr. Pedro Medina:
678 Maryland St.
Gary, Indiana 46402

Estimado Sr. Medina:

Lo siento mucho tener que someter mi resignacion, efectiva este dia, como miembro del Concilio Central del Programa Concentrado de Empleo (CEP).

Ya que estoy empleado con La Institucion Accionaria de la Vecindad (NAI), que va a estar trabajando mano en mano con los miembros del Concilio Central, siento que hay conflicto de interes y siento que podria alludar al Concilio mucho mas de la posicion en que estoy y por eso es mi deseo de resignar.

Deseo darle las gracias a Usted y a todos los miembros por haberme elijido a su Concilio y espero trabajar con Ustedes todo lo mas posible para conseguir maneras de alludar a nuestra rasa y nuestra comunidad en obtener las cosas que habemos necesitado por tanto tiempo.

Atentamente su Servidor,

Hector Lopez

HL:cym

GEORGE WILLIAMS COLLEGE 555 Thirty-First Street · Downers Grove, Illinois 60515

Telephone (312) 964-3100

May 12, 1969

Mr. Robert Jackson
Director
Neighborhood Action Institute
1700 Adams Street
Gary, Indiana 46407

Dear Bob:

I have received your letter indicating the dates for training the CEP Advisory Boards. Some of the earlier dates conflict with my work schedule. After the middle of July my schedule is wide open. Specifically, I cannot make the May 17, June 14 and 28 and July 12 dates. May 31, July 26 and the August, September and October dates are fine.

I would also like to meet with you and Bill Moore in terms of planning the goals and design for this training sequence.

Sincerely,

Jerry

Jerry Perlmutter
Associate Professor of Behavioral Sciences
George Williams College

JP/n

May 12, 1969

Mrs. Ruth Bonham
505 S. Willow Road
Evansville, Indiana

Dear Mrs. Bonham:

My apologies for not answering you sooner but the Institute has been very busy this past two (2) months.

In answer to your letter of April 16th, I was happy to see that your organization is interested in our Institute and in receiving training.

To answer your questions, the trainers will go to Evansville and conduct the training sessions. There will be no charge for this training.

The only other information is that the Institute would like for your group to get together and decide what type training you need.

The Institute prefers to hold the training workshops on a weekend, starting around 7:00 p.m. on a Friday and go through Saturday and Sunday. Arrangements would have to be made in reference to the trainers lodging for two (2) nights. There would be four (4) trainers, three (3) male and one (1) female.

Please let me hear from you soon. If any more questions arise, please feel free to contact us.

Sincerely,

Fred Minor

FM:cym

CIVIL CITY OF GARY
CONCENTRATED EMPLOYMENT PROGRAM
NEW CAREERS
900 MADISON

TO: Mr. Wallace White, Executive Director - CEP

FROM: Mr. Aubrey McCaskell, Agency Coordinator - CEP

DATE: May 13, 1969

SUBJECT: SENSITIVITY TRAINING

On May 6, 1969, Sensitivity Training Seminars were held at the Neighborhood House under the direction of Mr. Robert Jackson (Director Neighborhood Action Institute).

The seminar began promptly at nine o'clock with sixteen outreach trainees and two staff members in attendance.

A detailed account of the proceedings would be rather impossible. However, there were four "norms" of interchange - four norms govern the conduct which we agreed would govern the wholeof our communications and emotionable interpenetration, as we delt with one another.

(1) trust, (2) honesty (3) Support (4) risk taking

Number four (risk taking) should perhpps be explained: when one asserts his deep inner convictions before a group or even another person there is a certain element of risk involved. In sensitivity training, because of the necessity of bringing forth from the depths of each person his purest emotion revelation these norms were instituted whereby we might collectively and individually deal with "real people" and "real issues" in light of highten qualities such as Truth, honesty, support, risk taking.

In view of Bob Jackson's insistance upon informality nd direct, truthful address to each issue, group participation was one hundred percent: I saw individuals who there to fore were extremely antoyonist to each other hold hands and smile over their foolish behavior of the past. These same individuals who not so long ago addressed each other with a "snarl" as prescript to any "discourse" now address each other with a degree of warmth generally associated with long friendsh ship. What happened is simply thus: the sensitivity seminar allowed these two people to clear the air; to sound their grievances; to respond to these directly, openly, properly. Thus, where once animosity and misunderstanding prevailed rapport now exists intheir stay.

This type and caliber of people orientated training should, I feel, be made mandatary for all human service aids. The effects widely ramify and tned to overlapp into the total of one's environment; awareness is highten, concern become more genuine, and common grounds for identifications and understanding become readily available to those who are sensitive to self and others.

In future sensitivity Training seminars I am hopeful of seeing greater participation. Because the greater degree of participation the greater the sphere of positive sensitivity awareness and, possibly, rapport as such.

Aubrey McCaskell
Aubrey McCaskell, Agency Coordinator - CEP
yet

CEP
New Careers
5/13/69

cc:
Mr. B. Luna
Mr. Clarence Hall
Mrs. J. Goodwin
Mr. S. Morris

AM:yet

CITY OF GARY

RICHARD G. HATCHER
MAYOR

MODEL CITIES AGENCY
MUNICIPAL BUILDING - GARY, INDIANA 46402

WILLIAM L. STAEHLE
DIRECTOR

May 19, 1969

Mr. Robert Jackson
Neighborhood Action Institute
1700 Broadway
Gary, Indiana

Dear Mr. Jackson:

I have met with Jesse Bell, Administrative Assistant to the Mayor and others, to discuss our Sub-Cabinet meeting and my concern with the lack of fruitful purpose to the meetings. Perhaps a redefinition of the purpose and the function of the meetings is called for.

Early in the Administration the Mayor established a Cabinet and four Cabinet Sub-Committees. Each Sub-Committee was headed by one Cabinet member. Our particular Sub-Committee was entitled Community Development (Physical and Social) and assigned the specific task of bringing issues to light in hopes that some could be resolved at the time of the meetings. Those that needed further resolution would then be sent to the Cabinet for discussion and resolution at their Thursday Meeting.

We have not functioned entirely satisfactorily. It is my personal opinion that this is due in part to the size of the Sub-Committee and in part to the division of interest between physical and social problems. Resolution of the two factors could come about by teh division of the Sub-Committee into two Sub-Committees, one on Physical Development and one on Human Resource Development. The following break down seems obvious.

PHYSICAL DEVELOPMENT

Mr. Staehle	Model Cities
Mr. Jansen	Gary Redevelopment Commission
Mr. Bosak	Gary Housing Authority
Mr. Allen	Development and Planning
Mr. Laterzo	Gary Parks Department
Dr. Ellis	Gary Airport Commission
Mr. Mamelson	School City
Mr. Bridgeforth	Gary Building Department
Mr. Van Handel	Gary Public Library

HUMAN RESOURCES DEVELOPMENT

Mr. Morgan	Model Cities
Dr. Rosenbloom	Gary Health Department
Mr. Naperstek	Gary CAMPS Sub-Committee Coordinator
Mr. McLaughlin	Gary Youth Commission
Mr. Brown	Youth Program Director
Mr. King	Human Relations Commission
Dr. Watson	School City
Mr. Stewart	Metro Corps
Mr. White	CEP
Mr. Jackson	Neighborhood Action Institute
Mr. Steele	Regional Health Planning Council
Mr. Dobbins	Neighborhood Youth Corps

You will notice that Mr. Madison has been omitted as has Mr. Carpenter for the following reasons. Mr. Madison is CAMPS coordinator for Lake County and his interest is being safe guarded and expressed through Mr. Naperstek. Mr. Carpenter is the Manpower Administration Representative to the CEP program and his interests and concerns are being represented by Mr. Wallace White.

I will ask the Mayor to consider this split of the Community Development Cabinet Sub-Committee into two Sub-Committees and to assign a chairmen to each.

Yours very truly,

William Staehle

William Staehle,
Director

WS:rs

COPY

May 19, 1969

Mr. Don Klein
NTL Institute for Applied
Behavioral Science
National Education Association
1201 Sixteenth Street, N.W.
Washington, D. C. 20036

Dear Sir:

Scholarship, Education and Defense Fund for Racial Equality is sending two (2) people to the Bethel workshops as has been our practice.

We would like to offer our thanks for the scholarship supplied to one of our staff members to attend.

The scholarship is very helpful to the organization, because at this time, we do not have the funds for such an endeavor. We recognize the benefits for staff members to participate in your labs, therefore; we will be looking forward to sending other staff members in the future.

I look forward to a continued working relationship with National Training Laboratory Institute for Applied Behavioral Science.

Sincerely,

Shirley Lacy

Shirley Lacy

SL:cym

Enclosure - Scholarship Application

May 19, 1969

COPY

Rev. Francis M. Lazar
Gary Alerding Settlement House
630 West 15th Avenue
Gary, Indiana 46407

Dear Father:

I received your letter of May 5th regarding the "Inner-City Sensitivity Weekend" at Camp Lawrence.

I am deeply concerned about Rev. Martin's letter. There is no question that we must avoid these type incidents associated with our workshops. I think also, that it is important to understand that the staff of the Neighborhood Action Institute cannot be responsible for the behavior of workshop participants during their free time.

In the future, the sponsoring agency should pre-establish the behavior expected of participants, so it is understood by all.

I look forward to continued work with you in our efforts for a united Gary Community.

Sincerely,

Robert W. Jackson

RWJ:cym

COPY

May 19, 1969

TO: Wallace White, Benjamin Luna

FROM: Bob Jackson, Director
Neighborhood Action Institute of SEDFRE

On May 17, 1969, our follow-up training workshops for Center Council members was continued at Center "A", 1136 West 5th Avenue, Gary.

The session began at 3:30 p.m. with five (5) persons present and three (3) arriving later. This was a very small percentage of the 45 Council members expected. The breakdown was as follows:

Center A - 2
Center B - 3
Center C - 3
8 - Total persons present

The NAI staff members have been working closely with the Chairmen of the Center Council. Hector Lopez has been assigned to Center A, Latanza Willis assigned to Center B and Fred Minor is working with Center C. They have also been contacting the individual members.

Upon contact with Center Council members, they have promised to be present at the training sessions, however; on the day sessions are to be held, a very small percentage of those persons who have committed themselves to be present show up.

The NAI staff sees the need to keep in close contact with the Center Council members; since they don't seem to be familiar or aware of their role.

Those who want to take active part as members have asked the Institute for guidelines. The NAI staff will assist them in identifying their role and responsibilities as Center Council members.

They expressed the lack of communication between the Center staff and themselves, and a lack of support within each other and the Center staff as well.

It was suggested by one of the members to have a social gathering which would bring the members close together. This social gathering would include all three Centers. The social gathering will be informal and will include light refreshments and music.

The Council members present at the session would take the idea to the individual members of their Centers.

NAI feels that the social gathering is a positive step toward building a better understanding between the members and more confidence within all Center Council members.

COPY

C
O
P
Y

May 20, 1969

Mr. Wallace White, Director
Concentrated Employment Program
738 Broadway
Gary, Indiana 46402

Dear Wally:

This is to confirm our converstation of May 20th regarding two (2), one-half (1/2) day workshops, Friday, May 23rd and on Monday, May 26th. Both workshops will be held from 1:00 p.m. to 5:00 p.m. at the Gary Neighborhood House, 1700 Adams Street.

Those persons to be present are as follows:

1) Wallace White
2) Steve Morris + BEN LUNA
3) 3 Center Directors
4) Aubrey McCaskell
5) Outreach and community workers who were present at the workshop during the week of May 5th.

We look forward to a fruitful workshop.

Sincerely,

Bob Jackson

BJ:cym

May 20, 1969

TO: Robert W. Jackson, Director
Neighborhood Action Institute

FROM: Latanza Willis and Fred Minor

SUBJECT: Meeting held at the Aldering House

On May 13, 1969 a meeting was held at the Aldering House at 1385 Van Buren Street, Gary, Indiana, to discuss the 3-day training session which will involve the adult staff and youth staff of the Aldering House and to be conducted by the Neighborhood Action Institute.

At present, there are 14 adult staff members. The racial background is five (5) Whites and nine (9) Blacks. Their professions consist of teachers, principal, housewives, nuns, minister and priest.

The staff members of NAI gave an introduction and background information on SEDFRE and NAI. There was a lengthy discussion that followed the introduction and background information.

Most of the staff felt the need to have this type of training. With the assistance of the nuns and Father Lazar, who have had sensitivity training, we were able to establish a definite committment. The nuns and Father Lazar talked of follow-up training sessions after the initial session.

Mr. Simon, who is the principal of Norton School, felt the that the training sessions would be a useless effort. He felt the traditional workshops would be more beneficial than the experimental workshop. His whole discussion was quite superficial. Mr. Simon was hung up on the whole classroom setting. He felt that he was unpopular in the group because of his statements. As trainers, we asked him if he felt unpopular in the group and in the school. He was quite disturbed with these statements.

We told of the creativity usually lost in a classroom setting. In the present school structure you can't deviate from a standard principle or topic. We also told him of the inferiority being instilled in the Black child's mind.

Mr. Simon decided to go along with the idea, but doubt was still in his mind.

The objectives of the training session were established:

A. Responsibility of adult staff and youth staff to each other;
B. Change of attitude toward gangs (members of youth staff are involved in gang activities);
C. Unity
D. Racial attitudes in White and Black

We received the commitment from the adult staff. The commitment being to participate in the weekend training sessions.

OUTLINE

1. Meeting with White for discussion of contract

2. Model Cities meeting with Holland to decide type of training they are interested and contract arrangements.--------($9,000.00)

3. Office Space and equipment

4. Metro Corps and its training needs.----------------($25,000.00)

5. Youth Programs and its training needs.-------------($118,000.00)

6. Aquisition of staff, training of staff

7. Establishing training relations with community groups

8. Initial contact with Board of existing federal programs.

9. Human Relation Council - sensitivity training for police.------($1,600.00)

May 20, 1969

COORDINATION COMMITTEE OF YOUTH SERVING AGENCIES

On May 12, 1969 a meeting of the Coordinating Committee of Youth Serving Agencies was held at 1100 Massachusetts Street, Gary, Indiana.

The meeting was conducted by Frank Brown. The Neighborhood Action Institute was invited by this Agency because of the training sessions conducted by the Institute at Valparaico, Indiana on April 11-13, 1969.

The primary objective at this meeting was finding ways of getting more young people involved in the summer programs.

The various agencies represented at the meeting were: Boys Club of Gary, Gary Library, OEO, Probation Officers from the Lake County Juvenile Court, CYO of Gary, Gary Neighborhood House, and other agencies that deal with the young people of Gary.

Bob Begin submitted a program and asked the Chairman if a committee could be appointed to help him work out the details in order to present it at the next meeting. Those appointed were: Mrs. Fields, Gary Neighborhood House; Joe Wade, Metro Corps; Mattie Terry and another person whose name was not obtained.

There were two (2) persons from the Juvenile Court at the meeting. They invited some persons to the Court to explain their role in serving the Youth of Gary. This was held on Thursday, May 15th at 9:30 a.m.

The two (2) staff members of NAI answered questions about the training which was conducted at Camp Lawrence in Valparaiso, and our impressions of the evaluation of this training. Also, the evaluation of the participants was brought out. Another question wasraised by one (1) of the participants and that was did the NAI do anything besides training and it was expressed that this is our primary purpose for being in Gary, but that after training session, if the participants request follow-up training, the Institute will be happy to comply.

May 20, 1969

COPY

Mr. Ronnie Moore
Scholarship, Education and Defense
Fund for Racial Equality
164 Madison Avenue
New York, New York 10016

Dear Ronnie:

On June 12th-13th, the State NWRO Organization will hold a state-wide conference at Fort Wayne, Indiana.

The Neighborhood Action Institute has been asked to hold a workshop in "Political Strength and How to Get It". The workshop will be held on June 12th from 1:00 p.m.- 5:30 p.m.

The staff of NAI would be grateful for your presence on June 11th, to accompany them to this session.

We are aware that the SEDFRE organizational "structure" requires that you obtain the permission of the Training Director. This letter is to aid you in securing that permission.

We pray that our humble request will be look upon with favor by the Executive Director.

Thank you, thank,you, thank you.

Always,

Bob

BJ:cym

P.S. We always relate to procedure (smile).

May 22, 1969

COPY

Mrs. Alma Lewis,
Conference Chairman
1621 Samuel Morris Court
Fort Wayne, Indiana

Hi Alma,

Just wanted to thank you for the swell time we had there. I was very glad that we had a chance to present our agenda and meet members of your organization.

We are fortunate to have the Director of SEDFRE from New York to work the Conference with us.

I really feel that I have made a real friend in you and I look forward to being with you again.

Remember me in your prayers.

Love,
Bob
Bob

BJ:cym

Enclosures

GARY CONCENTRATED EMPLOYMENT PROGRAM

INTER-OFFICE MEMORANDUM

Date May 26, 1969

TO Manpower Board Members FROM Mr. Wallace White

Title Title Executive Director

SUBJECT ATTACHED MEMO

The attached outline is for your review, consideration and comments.

R
B

CEP
5-26-69

GARY CONCENTRATED EMPLOYMENT PROGRAM

INTER-OFFICE MEMORANDUM

Date May 12, 1969

TO Mayor Richard Gordon Hatcher FROM Mr. Wallace White

Title Title Executive Director

SUBJECT CEP 1970: FIRST DRAFT PROPOSED PROGRAM OUTLINE

---

1. In the proposed 1970 program, the CEP organization will be divided into nine (9) divisions, each of which will contain discrete functions or program components. The major divisions will further be sub-divided into operational sections which will have a responsibility for individual aspects of the program function.

2. The divisions are as follows:

   A. Executive Office Division

      (1) Executive Director
      (2) Deputy Executive Director
      (3) Administrative Assistant
      (4) Personnel Section

      The Personnel Section will be responsible for the implementation of agency policy as it relates to hiring, disciplinary action, personnel counselling of staff persons, maintenance of personnel records and files, job descriptions, Life insurance, Workman's Compensation, compensatory time records, absentee records and personnel forms.

      (5) Inter-Agency Section

      The Inter-Agency Section will be responsible for establishing effective program relationships between CEP and the Federal programs and City departments, at both the policy making and operational levels.

   B. Office Services Division

      (1) Accounting
      (2) Purchasing
      (3) Payroll
      (4) Supply and Inventory

C. Research, Evaluation and Planning Division

This division will be responsible for the computerizing of both the Federal monthly reports and the internal reports required for management purposes. It will also incorporate the current Central Records Unit. The Research and Planning Unit will be responsible for the necessary research in the areas of job development techniques and strategies, identification of under-employed individuals within the community, the researching of specific occupations, industries, companies and unions for the purpose of developing program approach. Research and Planning will also be responsible for the necessary research in the area of job discrimination, Federal contracts in industry and community economic analysis for the purpose of implementing economic development programs.

(1) Central Records
(2) Electronic Data Processing
(3) Research and Planning
(4) Research Library

D. Program Services Division

(1) Senior Coordinator Section
(2) Training Section

// There is a critical need for training at all levels, from Executive staff to the Outreach Worker. The type of training that is necessary must be job related, that is, it should assist the individuals in carrying out their day to day duties and link directly into the total objectives of the program. A centralized staff training component is necessary in order to insure uniformity of instruction. This is especially important with respect to program goals and component responsiblities and functions. It is important that operational personnel receive instructions with respect to procedures, coordination and proper use (item completion and processing) of forms associated with the performance of functional responsibilities. //

Staff training should provide for the upgrading of para-professional personnel employed within the program. The type of upward mobility which can be provided for the various positions in which para-professional personnel are used should be determined and staff training courses developed to provide the necessary instruction. In some instances, available in-service training will have to be supplemented with some form of subsidized afterhours education using available community facilities.

(3) Sub-Contractor's Review Section

(a) Program
(b) Fiscal

E. Mainstream Division

F. New Careers Division

G. Job Clinic Division

(1) Orientation
(2) Counselling
(3) Special Services
(4) Slot Allocation

H. Job Development Division

(1) Job Market Analyst
(2) Employment Specialist
(3) Placement Specialist
(4) Employer Services
(5) Economic Development

I. Neighborhood Services Division

(1) Center A
(2) Center B
(3) Center C

PROGRAM DESCRIPTION

The Concentrated Employment Program (CEP) is a coordinating system which combines individual manpower programs in a limited size target area into a single united effort, under contract with a single sponsor. The overall goal of CEP is to bring disadvantaged residents of that limited size target area to the point where they can become self-supporting and productive members of society through this focusing of resources. CEP was created in response to the need for a coordinated and concentrated effort to overcome the problems of unemployment and underemployment among the most severely disadvantaged populations.

The basic administrative concept of CEP is to provide improved coordination and delivery of services by designating a single overall CEP sponsor who, under contract, is responsible for developing and administering an integrated program designed to meet the individual needs of the residents of a limited target area.

From the point of view of CEP enrollees, this coordinative administrative structure should provide improved continuity of the various manpower and supportive services required to develop them into a "job ready" status for productive employment.

PROGRAM PRIORITIES

Recent experience has indicated that the following changes in program operation or structure are desirable and necessary:

A. An approach to the problem of Economic Development within the target area must be devised and followed through that would include the entire range of entrepreneurship from single proprietors to wholesale and retail distributorships and manufacturing. The result of this type of activity, as far as the CEP program is concerned, would be the creation of new jobs for persons in our target area and especially for women and youth.

B. The problem of job development must be approached in a unique and creative manner. Job development is not job solicitation such as is usually practiced by the State Employment Service. Job development should include involvement of the CEP in the process of upgrading within companies, agencies and unions; it should include the restructuring of jobs so that persons who are currently not eligible to become involved in certain occupations due to the lack of experience or education will become members of the working force. Job development must be directly concerned with the problem of discrimination in employment, with employer attitudes and with the modification of hiring restrictions and employment examinations.

C. There is a need within the CEP to consolidate, intensify and professionalize various aspects of the operation. For example, the entire process of coaching must be restructured so that professional support in both the Centers and in the field are given to the coach. Present facilities should be consolidated into fewer units having higher efficiency and greater savings in terms of rental cost. More attention and detail will be given to the follow-up process.

D. There is a critical need for training at all levels, from Executive Staff to the Outreach worker. The type of training that is necessary must be job related, that is, it should assist the individuals in carrying out their day to day duties and link directly into the total objectives of the program. A centralized staff training component is necessary in order to insure uniformity of instruction. This is especially important with respect to program goals and component responsibilities and functions. It is important that operational personnel receive instructions with respect to procedures, coordination and proper use (item completion and processing) of forms associated with the performance of functional responsibilities.

Staff training should provide for the upgrading of para-professional personnel employed within the program. The type of upward mobility which can be provided for the various positions in which para-professional personnel are used should be determined and staff training courses developed to provide the necessary instruction. In some instances, available in-service training will have to be supplemented with some form of subsidized afterhours education using available community facilities.

E. There should be a creation of a Research, Evaluation and Planning Unit. This will include the computerizing of both the Federal monthly reports and the internal reports required for management purposes. It will also incorporate the current Central Records Unit. The Research and Planning Unit will be responsible for the necessary research in the areas of job development techniques and strategies, identification of underemployed individuals within the community, the researching of specific occupations, industries, companies and unions for the purpose of developing program approach. Research and Planning will also be responsible for the necessary research in the area of job discrimination, Federal contracts in industry and community economic analysis for the purpose of implementing economic development programs.

F. Certain special programs should be implemented or expanded, such as, English for Spanish speaking persons, implementing programs for Senior citizens and the mentally and physically handicapped, the expansion of the medical aspect of the program, beyond diagnostic only, to curative and treatment of illnesses that affect employment.

G. There must be interlocking of agencies concerned with the problems of people in the communities. This interlocking must occur at both the policy and operation levels so that maximum benefits can be derived from the taxpayers dollars. This interlocking should begin with the federally assisted programs and expand to include an effective program relationship between these agencies, agencies of the City, County and State governments and U.S. Steel and other industries in Gary.

SCHOLARSHIP,
EDUCATION AND
DEFENSE =
FUND FOR
RACIAL EQUALITY inc.
164 MADISON AVENUE
NEW YORK, N.Y. 10016
(212) 532-8216

May 28, 1969

Mr. Robert W. Jackson, Director
Neighborhood Action Institute
1700 Adams Street
Gary, Indiana 46407

Dear Bob:

Sorry to be so long but I still don't have adequate secretarial help. You will be glad to know Jackie returns to the office on Monday.

Send us your phone bill, stationery, and rent bills, if these are not covered by contract. If they are then they should be paid through your contract account. If not we will pay them directly from here, and thus release additional funds for you. I will send you your $100 check tomorrow when Eleanor is in the office. Keep sending reports as you get them. I will be meeting with the Taconic Foundation next week on Gary. I hope we will be able to get some additional funds. My best.

Cordially,

Mar

Marvin Rich
President

ldb

Contributions are deductible for income tax purposes

■ *president;* Andrew E. Norman ■ *vice presidents;* William S. Ellis, Nannette Sachs ■ *secretary;* Ezra Levin ■ *treasurer;* Shelley Appleton ■ *executive director;* Marvin Rich ■ *leadership development director;* Ronnie M. Moore ■ *legal director;* Carl Rachlin ■ *BOARD OF DIRECTORS;* Nils R. Douglas, *chairman* ■ Robert Ausnit ■ James Baldwin ■ Katrina McCormick Barnes ■ Canon James P. Breeden ■ Robert Curvin ■ Charlotte Devree ■ Robert F. Drinan, S. J. ■ John Henry Faulk ■ Michael O. Finkelstein ■ Doris Freedman ■ Dr. Edward L. Gibson ■ James T. Harris ■ Claude Heckscher ■ Norman Hill ■ Clarence B. Jones ■ Dr. Archie Lacey ■ Joann List Levinson ■ Leon Modeste ■ Henry Morgenthau, III ■ Dr. William Stuart Nelson ■ Richard J. Schwartz ■ Elaine Slater ■ Norman Thomas ■ Rowland Watts ■ Pearl L. Willen

490

COPY

May 28, 1969

TO: Bob Shackford

FROM: Bob Jackson

SUBJECT: Suggested training schedule for Gary's Concentrated Employment Program

Bob,

The following is a method that can perhaps be used by A. L. Nellum and Associates for their Technical Assistance to the CEP Program. What ever system is devised, I think it is important that your organization begin its Technical Assistance training to Gary's CEP promptly.

I will be awaiting your reply.

I. **Executive Staff:** Two (2) 3-hour sessions per month of Technical Assistance by Nellum and Associates followed by one (1), 3-hour session per month of sensitivity and leadership development training by NAI.

II. **New Careers:** Two (2), 3-hour sessions per month with Al L. Nellum and Associates Technical Assistance training accompanied with two (2), 8-hour sessions per month of sensitivity and leadership development training by NAI.

III. **Office Staff:** (Accountants, payroll clerks, etc.) Two (2), 3-hour sessions per month by A. L. Nellum and Associates and one (1), 3-hour sessions of sensitivity and leadership development training by NAI.

IV. Job Clinic and Job Development Staff: Two (2), 3-hour sessions per month with A. L. Nellum and Associates for Technical Assistance training and two (2), 3-hour session of sensitivity and leadership development training with NAI.

COPY

I want to emphazise to the importance of promptly beginning technical assistance to the Program. In his prospective for the coming fiscal year, Wallace White states:

"There is a critical need for training at all levels, from Executive staff to the Outreach worker. The type of training that is necessary must be job related, that is, it should assist the individuals in carrying out their day to day duties and link directly into the total objectives of the program. A centralized staff training component is necessary in order to insure uniformity of instruction. This is especially important with respect to program goals and component responsibilities and functions. It is important that operational personnel receive instructions with respect to procedures, coordination and proper use. (item completion and processing) of forms associated with performance of functional responsibilities."

I agree that there is a great need for job related training in the Program. Since NAI can only provide Leadership Development and Sensitivity Training, it is important that this training is combined with the job relativeness of Technical Assistance.

I look forward to our working together.

Sincerely,

Bob

BJ:cym

cc; Wallace White

COPY

June 2, 1969

Mr. Marvin Rich, President
Scholarship, Education and Defense
Fund for Racial Equality
164 Madison Avenue
New York, New York 10016

Marvin,

In regard to your letter of May 28th, our stationery and a portion of our phone bill is paid out of our contract. The rent is $30.00 per month payable to the Gary Neighborhood House.

We submitted our proposal for the CEP training contract for the 69-70 fiscal year and so far it looks as though it will be granted. This would be very helpful in retaining staff. The proposal however, is only for six (6) months. I will keep you informed.

Our Battle Creek Community Lab is scheduled for the 20th, 21st and 22nd of June. I will be in Washington to establish NTL's commitments regarding finance and trainers this coming Thursday, June 5th. The lab is to involve 20 community persons here in Gary in identifying obstacles to the development of Black and Brown Community Leadership. I will give a more detailed report on this, following the lab.

Another item I have, is the exception on expenses we talked about. You told me you had to discuss it with Ronnie and would get back to me. I have had no word as of yet. My issue is that instead of a monthly car allowance and expenses, that I be permitted to rent a car while traveling in another city. Looking forward to hearing from you in regard to this.

I received notification of acceptance to the NTL Bethel Lab with full scholarship. I want to talk with Shirley about the Institute while I'm gone.

COPY

I hope the Taconic effort is successful.

David did a tremendous job while he was here for the weekend. His insight and depth was a real attribute to the session, although some participants had personal hang-ups with his straight forwardness. His efforts here were in the true SEDFRE tradition.

Sincerely,

Bob

BJ:cyn

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION
219 SOUTH DEARBORN STREET
CHICAGO, ILLINOIS 60604

June 10, 1969

TO: MARS FOR CEP:

Barnett Larks, Chicago
Harry Thomas, Cincinnati
Fred Taylor, Cleveland
Preston Hoggard, Columbus
Fred Jones, Dayton
William Trolley, Detroit
William Spehar, Duluth
Lorin Van Horn, East St. Louis
William Carpenter, Gary
Willett Main, Milwaukee
Fred Heinz, Minneapolis
William Wade, Toledo
Cyril Fields, Eastern Kentucky
Frances Barrows, Northern Michigan
Harold Stanley, Rural Minnesota
William Biemann, Rural Wisconsin

TO: MANPOWER ADMINISTRATION AREA REPRESENTATIVES:

Richard E. Palmore, Chicago
Richard Reef, Cleveland
Dorse T. Conley, Detroit
Howard L. Edwards, Indianapolis
James Greenwalt, Lexington
Roger Mielke, Minneapolis

SUBJECT: Extension of Present CEP Programs

Your recent review of CEP program expenditures and funds available (in response to Field Memorandum 37-69), indicates that most programs can be extended beyond the end of the present contract. In order to avoid a large number of extensions becoming due at the same time, we suggest that you ask the sponsor to begin immediate preparations for contract extensions. Requests for extension are to be submitted as soon as they are prepared. Our last MAR training conference should be helpful in preparing for the extension. The CEP MAR should request assistance from the local Manpower Area Office, in preparing this extension.

Louis F.

Steps involved in the extension are as follows:

1. Determine the amount of funds remaining at the end of the present contract. (This is completed.)

2. Determine the average monthly expenditure rate. (This has been accomplished.)

3. Determine the length of the proposal contract extension. (This is completed.)

4. Allocate adequate funds for each component, including subcontracts, to operate during the extension period.

5. Prepare new or revised budgets (form MA-732) for each component that is to be changed. Prepare a new consolidated budget (pages 13, 14, and 15, of the contract).

6. Prepare new contract pages and/or a list of changes as required for:

   a. the revised statement of work
   b. the new termination date
   c. added or changed duties
   d. number of enrollees to be served
   e. changes in subcontracts (changes in subcontracts should be supported by a document that shows agreement of both parties)
   f. all other contract changes as a result of the extension

7. In some instances, it may be necessary to reduce the amount of funds allocated to certain subcontractors. To overcome the subcontractor's objection to a reduction, the sponsor should explain that unused funds allocated for a subcontract will be deobligated at the end of the prime contract and lost to the project. It is for this reason that a redistribution of funds is necessary.

8. The sponsor should prepare five copies of the above materials and a letter to the CEP MAR, requesting the contract extension. The CEP MAR should then transmit the above to the regional office along with his recommendations.

CEP Memorandum No. 39-68 and 40-68 may provide assistance in preparing contract extensions. As indicated in these memos, and our May training conference, funds may be available to supplement either MDTA or EOA funds, in order to carry both to a joint termination date. We anticipate that additional funds secured for such purposes would be deducted from funds allocated for project refunding. Any requests for such additional funds must be transmitted to the regional office for a determination of availability. As discussed in our May training conference, we anticipate that such funds may be available--we have no real assurance at this time.

Questions regarding extensions should first be referred to the Manpower Area Office, and, if assistance cannot be provided there, to John Nunnery of the regional office.

Please advise the sponsor that development of the above information should begin immediately in order to avoid delay in processing requests.

Lewis F. Nicolini
Regional Manpower Administrator

June 16, 1969

Mr. Curt Mial
NTL Institute for Applied
Behaviorial Science
National Education Association
1201 16th Street, N.W.
Washington, D. C. 20036

Dear Curt:

Enclosed please find letter sent to the Battle Creek team letting them know the decision reached in the June 9th meeting. I wanted you to be aware of same.

I will be seeing you in Bethel, Maine.

Sincerely yours,

Bob Jackson

BJ:cym

Enclosure

Neighborhood Action Institute

1700 ADAMS STREET
GARY, INDIANA 46407
PHONE 885-4316

BOB JACKSON
DIRECTOR

June 16, 1969

TO: Members of Gary Battle Creek Team

FROM: Bob Jackson

Dear Battle Creekers:

At the meeting of the Battle Creek team at the Gary Room on Monday, June 9th, the following people were present: Bob Lee, Jack Russell, Charlotte Johnson and Archie Walker.

The following decisions were made at said meeting: (1) Due to a lack of cooperation and teamwork on the part of the team members in general, the community lab scheduled for the 20th thru 22nd of June has been postponed until the first weekend in September. (2) Community members have not been properly notified. (3) No Black trainers from Battle Creek were available and, (4) Funding was more readily available for racial intergrated lab than for an all Black and Brown lab.

To promote better operation procedure and decision making, it was decided that decisions made by whatever number of persons present at the scheduled meetings would be binding to all.

It was felt also, that an intergrated lab would enhance fund raising possibilities.

Charlotte Johnson and Jack Russell are members of the fund raising committee to attempt to raise funds for the weekend lab in September. It was decided that the title for the lab should be "Development of Responsible Leadership--Causes and Effects of Polarization".

The next scheduled meeting will be at 2:00 p.m. on the 23rd of June in the Gary Room. Looking forward to seeing you at said time and place.

Sincerely,

Bob Jackson

BJ:cym

[redacted]

June 16, 1969

COPY

Mr. George Hampton
405 Oliver Street
Riverdale, Maryland 20840

George:

I have been ill since I returned, therefore, we have not held the workshops that I had anticipated and it is obvious that I will be unable to have you come out as a consultant before I leave for Maine. It is important, however, that you remain available for I would like to have you out during the month of August. I am looking forward to seeing you and working with you.

If you have any questions regarding your availability in time commitments, please let me know. Give my regards to Jo Ann and Dee-Dee.

Sincerely,

Bob Jackson

BJ:cym

M E M O R A N D U M

June 17, 1969

TO: All Staff

FROM: Marvin Rich

SUBJECT: Requests for Checks

Enclosed are a number of copies of the check request forms. These forms are not necessary for car allowances or requests for expense reimbursement. They are intended for use when payments are due for other, or unusual type of expenses. However, the principle of written records indicating who has requested the check and who has approved its issuance, is valid in all cases. Normally, checks will be requested by staff members and approved by department heads. Expense report and requests for checks by department heads must be approved by the Executive Director of the President.

June 23, 1969

COPY

Mrs. Alma Lewis
1621 Sammuel Morris
Fort Wayne, Indiana 46804

Dear Alma:

Just a short note to thank you and the rest of the welfare mothers for the wonderful hospitality shown to myself and the rest of the NAI staff, during our 2-day visit to FortwWayne.

The hospitality shown to us by all of you should be anvied throughout the State. We all enjoyed ourselves and look forward to seeing you soon.

Let me say at this time that NAI stands ready to be of service to the Welfare Mothers Organization at any time that we may be needed.

Best wishes to you and everyone in the Organization.

Sincerely,

cym

June 23, 1969

COPY

Mr. Archie Walker
Assistant to Administrative
Assistant to Mayor Hatcher
401 Broadway
Gary, Indiana 46402

Arch,

I think this proposal sounds "dynamite". I feel it can go a long way in providing constructive alternatives to our City's youth.

There are some points I feel need to be clarified:

1. What neighborhood churches' meeting halls, etc. will be utilized?
2. What age range of youth will be involved?
3. Where in the neighbothood will the techniques of impovised and literary theatre workshops be held? I think the locations are important to the type of youth who will be involved.

I think these points are minor in contrast to the overall proposal, but I think they are important.

I hope that the above is of some help.

Sincerely,

Bob

BJ:cym

230 North Michigan Avenue
Room 1200
Chicago, Illinois

June 23, 1969

Mr. Wallace White
Executive Director
Concentrated Employment Program
738 Broadway
Gary, Indiana 46402

Dear Wally:

Enclosed are 4 copies of our Staff Development and Training Proposal for 1969-1970.

Since our current contract expires July 15, 1969, we suggest that the contract renewal be dated July 16, 1969 and cover a period of one year.

We have forwarded a copy of this proposal to Bob Jackson of NAI. We propose to continue to coordinate our efforts with Mr. Jackson as we have during the past six months.

Sincerely yours,

Robert I. Shackford

Enclosures

cc Nellum
Casanave
Bob Jackson

A. L. NELLUM AND ASSOCIATES

1025 CONNECTICUT AVENUE, N.W.
WASHINGTON, D. C. 20036
202-659-3390

230 North Michigan Avenue
Room 1200
Chicago, Illinois 60601

June 23, 1969

Mr. Robert Jackson
Director
Neighborhood Action Institute
1700 Adams
Gary, Indiana 46407

Dear Bob:

Enclosed is a copy of our Staff Training proposal for Gary CEP. You will note that it cites the need for us to coordinate our efforts with NAI. I am sorry we did not have an opportunity to discuss this before its submission to Mr. White. As soon as you return to Gary, please let me know and we can get together to work out the details.

I would also appreciate it if you would send me a copy of your refunding proposal.

Sincerely yours,

Bob

Robert I. Shackford

Enclosure

CONSULTANTS IN COMMUNITY AND ECONOMIC PROGRAMS
PLANNING • DEVELOPMENT • ANALYSIS • EVALUATION

A. L. NELLUM AND ASSOCIATES

230 North Michigan Avenue
Chicago, Illinois 60601
312-372-5317

REFUNDING PROPOSAL

STAFF DEVELOPMENT AND TRAINING

1969-1970

CONCENTRATED EMPLOYMENT PROGRAM

GARY, INDIANA

Submitted to:

Mr. Wallace White, Executive Director
Concentrated Employment Program
738 South Broadway
Gary, Indiana 46402

Submitted by:

Robert I. Shackford
A. L. Nellum and Associates, Inc.
230 No. Michigan Avenue
Chicago, Illinois 60601

Telephone: 312-372-5317

Date: June 23, 1969

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STAFF DEVELOPMENT AND TRAINING PROGRAM

GARY CONCENTRATED EMPLOYMENT PROGRAM

I. INTRODUCTION

Throughout the past five months, A. L. Nellum and Associates has provided staff development and training services to the Gary Concentrated Employment Program. This document consists of a brief summary of the results of efforts under that contract and a proposal for continued staff development and training for the coming 12 month period.

The purpose of the Concentrated Employment Program is to provide comprehensive manpower programs and services so that disadvantaged members of the community can enjoy a more satisfying and fruitful way of life by moving from unemployability and dependency to self-sufficiency. The primary purpose of the staff development program is to improve and enhance the capability of CEP staff so that they will be able to assure that the CEP program does indeed work for the benefit of its clients and the community and that program administration and operation facilitate the process through which clients find, perform and retain satisfying jobs.

A review of CEP and the activity of the past months indicates that these goals are being realized. The Mainstream component has been recognized as one of the best in the nation. The New Careers program has been revitalized with the naming of a new project director. A Comprehensive Manpower Planning Conference, the first in the country, charted the course for further project effectiveness. A complete modification of the CEP budget made possible improved planning and fiscal control. An economic development unit has been formed to develop more jobs in Gary. Continuing improvements in the neighborhood centers and job clinic are resulting in increased efficiency and more job placements. These and other increases in overall program effectiveness have been achieved, in part, as a result of activity under the Staff Development and Training Program. This activity is typified, for example, by the following:

February 1969: Messrs. Shackford, Yancey and Walter developed a complete budget modification for Gary CEP, which made possible improved program operation and fiscal control.

March 3-5, 1969: Messrs. Shackford, Casanave and Yancey completed an intensive evaluation of program components to discover problem areas and develop the staff training program. Problems existing at the neighborhood centers and job clinic were given special attention.

March 17-22, 1969: Messrs. Shackford, Casanave and Yancey, and Miss Kallen participated in the Gary CEP Planning Conference. Friday of the conference was devoted to staff training. Training was conducted on economic development ramifications of Gary CEP, background of CEP, and special problem areas inhibiting effective program operation.

March 24-25, 1969: Mr. Walter visited the New Careers and Mainstream projects to discover major problem areas and to assess training needs.

March 26, 1969: Messrs. Shackford and Casanave met with Wallace White, Executive Director of Gary CEP, to review evaluations and findings of prior activity, and to finalize the staff training plan. A letter listing the many findings and recommendations arising out of the March 26 meeting was sent to Wallace White on April 17, 1969.

April 23-25, 1969: Messrs. Shackford, Casanave and Howard conducted staff training sessions. Areas dealt with were neighborhood councils and centers, New Careers, and job development.

April 28-29, 1969: Mr. Don Walter conducted training sessions on the legal system as it relates to Gary CEP enrollees and staff. Approximately 20 staff members participated.

An early analysis of the Gary CEP and an assessment of its needs revealed that the staff training program should have the following objectives:

- To acquaint CEP staff and its subcontractor's staff with the philosophy, goals and objectives of the Concentrated Employment Program.
- To develop a sensitivity to and an understanding of the culture, needs, and particular problems of the client population.
- To develop an understanding of roles, responsibilities, capabilities, and limitations of cooperating agencies.
- To teach specific methods, techniques and approaches to be used in conducting and managing CEP program components.
- To develop strong lines of communication and cooperation across functional and agency lines.

The current contract period is now drawing to a close; the objectives delineated above have now been partially realized.

Staff development and training must continue. Gary CEP is still a young organization and, as such, will continue to experience growing pains as the present structure is refined and more objective systems, procedures and techniques are sought. Increased enrollment and demand for services will present new challenges. New staff will come on board as new staff positions are created, present staff are promoted, or as staff members leave for other jobs. These new staff will require training to insure that their capabilities are fully utilized and to insure that the orderly flow of work is not interrupted.

II. STAFF DEVELOPMENT AND TRAINING SEQUENCE

In the next contract period, A. L. Nellum and Associates proposes to provide staff development and training services designed to meet the current needs of the Gary Concentrated Employment Program. The training program will be conducted in four phases, each of which will utilize the skills and experience of senior staff members and consultants of A. L. Nellum and Associates.

It is possible, at times even desirable, to conduct training programs of a general or abstract nature, both theory and general practice. This is the kind of training which occurs in schools. It is the kind which is generally involved in pre-packaged leadership, sensitivity or communication training.

The kind of staff development proposed herein, however, is not to be abstract or general in nature. It is specifically adapted to the observed needs of Gary CEP staff and the actual problems they meet in their day to day operations. Each training cycle, therefore, will be preceded by a review of current operations and an evaluation of the areas of greatest training need. The training sequence will be designed to meet this need. Following each training sequence, a reevaluation and period of trial and testing and wrap-up training will be programmed.

The following general areas of staff development are proposed.

A. Basic orientation for new employees, for those who missed the March training conference, and for other staff members who will benefit from re-exposure to general training about CEP.

B. Leadership training for executive and supervisory staff. [1]

---

[1] The amount and kind of leadership training given by A. L. Nellum and Associates will be negotiated with the Neighborhood Action Institute of SEDFRE. See Section III below.

C. Staff training in each of the program functional areas as follows:

Recruitment

Community Outreach

Intake

Counseling

Job Development and Placement

Industrial Development

Coaching

Management and Administration

D. Staff training in designated program components.

Job Clinic

New Careers

Mainstream

Neighborhood Center

Central Office

Subcontracted programs

PHASE I

Review of Current Operations and Determination of Training Needs

A. L. Nellum and Associates will conduct a review of CEP operating procedures and an intensive analysis of staff training needs in each of the general areas for which staff development is proposed. In this we will rely on our knowledge of the program and upon interviews with CEP staff. CEP management and operating staff will be requested to give their own views on the overall CEP program, its structure, functional efficiency, and relationship vis-a-vis outside agencies, and also between wholly internal components. Each staff member will be asked to assess the functional efficiency of his own job and to point out what he feels to be his own special training needs. Heavy emphasis will be placed on determining the quality of the agency-client and staff member-client relationship. A formal report, a list of recommendations, and a staff training program draft will then be submitted to the CEP Director for his critique and initial implementation of agreed-upon procedural and structural changes. Shortly thereafter, senior A. L. Nellum and Associates staff and the CEP Director and executive staff will meet to finalize the training plan and schedule. [1] It must be emphasized that procedural and structural changes must take place prior to the commencement of training. Ineffective and inefficient practices persisting during and subsequent to training, and changes taking place after training will, in many cases, render the training obsolete. Because of our familiarity with the program, Phase I should proceed rapidly and with little wasted effort.

Review and planning for leadership training will concentrate on the duties of the Project Director, the Deputy Director, and the directors of the several divisions.

Review and planning the training within functional program area will concentrate on supervisors and staff specifically assigned to the various functions.

---

[1] In view of the need to coordinate training efforts with Neighborhood Action Institute, we propose that this be a joint meeting of A. L. Nellum and Associates and Neighborhood Action Institute senior staff with the Gary CEP executive staff. See Section III below.

Planning for general orientation and recycling will consist of reviewing with supervisory staff the records and performance of all staff members in order to determine who will most likely profit from a general orientation sequence.

PHASE II

Executing the Training Sequence

During this phase we will execute the training plan developed in Phase I. Again, while the training plan will be geared to the specific needs of project component staff - needs as they themselves see them - there are training needs that can be delineated at the outset.

Obviously, no individual staff member will be exposed to all of the following areas of training, nor are the plans described below to be considered more than suggested topical outlines. We reemphasize here that the content of the training sequences will be based on staff felt needs and will be specifically adapted to groups of staff members with common functions and common needs.

1. Basic orientation of the kind conducted in March 1969 under the prior contract will be recycled for the benefit of new CEP staff and for those staff who were unable to attend the March sessions, or for other reasons need recycling. The objectives of recycling are:

    A. To develop a sensitivity to and an understanding of the culture, needs, and particular problems of the client population.

        (1) The poor - who and where are they?

(2) Why the poor?
  a. Race and racism
  b. Education
  c. Housing
  d. Health
  e. The System and establishment

(3) Is a job the answer?
  a. Gary CEP
  b. Other programs
  c. Institutional change

(4) Your job and relating to the client
  a. Danger of a donor-donee relationship
  b. Helping the client help himself

(5) Building an identity
  a. African history
  b. Afro-American history
  c. Spanish-American history
  d. History of the Appalachian and poor white
  e. Who should take part in history sessions

B. To acquaint new CEP staff with the philosophy, goals, and objectives of the Concentrated Employment Program.

(1) Why a Concentrated Employment Program
  a. History of manpower programs
  b. Employment Act of 1946 - why

- c. Manpower Development and Training Act of 1962
- d. Economic Opportunity Act of 1964
- e. 1968 Amendments to the Social Security Act of 1935
- f. Other relevant legislation
- g. Federal Agencies: Labor, HEW, OEO, others.

(2) The Concentrated Employment Program

- a. How many CEP's
- b. Will there be more
- c. What does CEP want to do
- d. How does CEP do it
- e. Is there a CEP philosophy

(3) Department of Labor Policy Changes

- a. Community Program Area (CPA)
- b. Comprehensive Work Training Program (CWTP)
- c. Prime Sponsor (PS)

(4) Gary, Indiana CEP

- a. Goals of CEP
- b. How do we do the job
- c. Are we doing our job
- d. Our contract provisions
- e. Relationship of CEP to the community
- f. Relationship of CEP to its clients
- g. Your relationship to the program
- h. Staff loyalty

i. Inter-staff rivalries

j. Carrying out your duties

k. Favoritism

l. Professionalism

2. Leadership training sessions will be conducted for executive and supervisory staff. The purpose of this training is to inform and enlighten executive and supervisory staff on principles of good supervision and satisfactory inter-personal relationships.

A. Mission of the Organization

- Do executives and supervisors understand the agency mission?
- Hidden agendas
- Conflicting agendas
- Social, cultural and institutional change
- Political realities
- Black power

B. Basic Principles in Leadership Developments

(1) What is the purpose of leadership training

(2) How does a man become a leader

  a. Can any person rise to a leadership position

(3) What most frequently distinguishes the leader from his co-worker

(4) What kind of personality traits or behavior makes a person an effective leader

  a. What are the two main types of leadership behavior

  b. Is any one type of behavior best for all situations

- (5) Three major factors that can be used to determine the effectiveness of the leader of a group
  - a. Power position of the leader
  - b. Task structure
  - c. Leader-member personal relationships
- (6) Can intensive training techniques change an individual's style of leadership
  - a. Can a leader learn the situations he will perform well in and those in which he is likely to fail
- (7) Fitting the leader to the job, or the job to the leader.

C. The Supervisor-Worker Relationship

- (1) Having the right kind of supervisor
- (2) Know how your influence works
- (3) Setting standards for the work to be done
- (4) Respecting the opinions of the worker
  - a. Avoiding excessive domination of the worker
  - b. Dangers inherent in demanding unquestioned loyalty
- (5) Delegating authority
  - a. Knowing what can be delegated
  - b. Having confidence in a subordinate's ability
  - c. Checking performance
- (6) Being receptive to change
- (7) Rewarding the worker
- (8) Showing a personal interest in the worker
- (9) Problems of discipline

D. Leadership Training and Gary CEP

(1) What are Gary CEP's special leadership problems

(2) Are staff changes necessary

(3) Relating to other federal, state, and local agencies

(4) Leadership and loyalty to CEP

(5) Leadership and loyalty to the client

(6) Leadership problems of a group that is racially or culturally mixed

(7) Favoritism

(8) Discipline

(9) Unauthorized practices

3. Staff training relating to specific project components. This is the commonly referred to "nuts and bolts" training. Here we try to approach actual day-to-day problems. The very success of the project depends upon securing realistic solution. Training will take place in the following areas:

A. Recruitment

(1) Relating recruitment to available training slots and job openings.

a. Relating recruitment to efficient client "flow" patterns.

(2) Recruiting through the media

(3) Recruiting in the ghetto

(4) Recruiting through program participants and staff

(5) Recruiting "walk-ins". Good program "P.R."

(6) Recruiting through other programs, agencies and institutions.

(7) Relating to the recruit

  a. Your image; polishing your technique; professionalism

  b. What promises you can make

  c. Promises not to make

(8) Evaluating the recruit

  a. Is he receptive to the program

  b. Can the program help him

(9) Developing new techniques; getting them adopted

(10) Value of periodic self-analysis and appraisal.

B. Intake

(1) The client's first impression

  a. Waiting in line and waiting for service

  b. Making him welcome

  c. Your image and technique

  d. Favoritism and special treatment

  e. Cutting "red tape"

(2) Explaining the program

  a. Promises to make or not to make

  b. Clearing up misconceptions

  c. Know your program

(3) Acceptance versus non-acceptance

  a. The "numbers game" versus benefitting the client

  b. Do you know of another program that he could derive greater benefits from

C. Counseling

- (1) Relating to the client
  - a. The father-son relationship
  - b. Preserving self respect of the client
  - c. Being a good listener
  - d. Knowing when to stop
  - e. Putting the client on the defense
  - f. Confidential information
    - - disclosure; to whom
    - - breach of trust
  - g. Permissiveness and discipline
- (2) The counselor's proficiency
  - a. Knowing your areas of analytical strengths and weaknesses
  - b. Self appraisal
  - c. Continuing education
  - d. Knowledge of other available resources
- (3) Techniques
  - a. Group sessions; role playing
  - b. Individual sessions, scheduled versus unscheduled
  - c. Allocating your time for the most effectiveness
  - d. Budgeting
  - e. Guest lecturers and other outside sources
- (4) Record-keeping
  - a. Is a record necessary
  - b. How much of a record is necessary

    c. Various record-keeping techniques
    d. When to make the record; writing during the session
    e. Tape recording techniques

D. Job Development and Placement

  (1) Where the jobs are
    a. The media
    b. Chamber of Commerce and trade associations
    c. Reference materials; labor market analysis
    d. Other community programs
    e. Contacts with prior placements
    f. Keeping your ears open

  (2) Employer contacts
    a. Making the appointment
    b. Punctuality
    c. The first impression - your image
    d. Relating to the employer
    e. Your knowledge of the program
      - selling the program
    f. Your knowledge of the employer's business
    g. Selling the recruit
      - promises to make and not to make
      - being truthful vs. the snow job; being frank about the difficulties
      - can the recruit do the job
      - is this the type of job the recruit is looking for; will he stay awhile
      - transportation problems

(3) Negotiating the placement

- a. Is the entry wage subject to modifications; is the wage adequate
- b. Try for the good jobs
- c. Seek upward mobility
- d. Discover discrimination; seek changes - with tact
  - wage scales
  - the seniority system
  - job classification systems
  - the recruit's immediate supervisor; sensitivity sessions
  - analyze the characteristics of the employer's present work force
  - negotiating with a top exec - make sure the personnel office will follow through
- e. Changing archaic entry requirements
  - testing
  - educational requirements
  - prison records
- f. OJT versus job placement
  - getting a foot in the door
  - federal reporting requirements
- g. Seek flexible time and attendance requirements
- h. Get as much information as possible on the job order form; be thorough
- i. Be on your guard; don't let the employer snow you

(4) The employer-applicant interview
  - a. Be punctual
  - b. Try to accompany the applicant
  - c. Is the job one that the applicant wants
  - d. Prepare the applicant; let him know what to expect
  - e. Let the applicant do his own talking

(5) Preserving your relationship with employers
  - a. Frequent contacts
  - b. Make sure CEP is following through
  - c. Has a job coach been assigned
  - d. Fill subsequent job orders as soon as possible
  - e. Keep employer informed about program progress; get him involved
  - f. Don't alienate employer by demanding too much too soon
  - g. Don't alienate yourself; you won't win them all

E. Job Coach

(1) Budgeting your time

(2) Arranging an efficient itinerary

(3) Job placement - job coach coordination

(4) Building a relationship with the employer

(5) Know the client's background
  - a. Be familiar with available records

(6) Relating to the client's needs
  - a. Handling non-work related problems
  - b. Handling work-related problems
  - c. Handling disciplinary problems
  - d. Utilizing the expertise of other CEP staff personnel

(7) Efficient record-keeping

F. Clerical Staff - An Integral Part

(1) Budgeting your time

  a. Do important matters first

  b. Meeting deadlines

(2) Knowing the program areas

(3) Loyalty

(4) Efficient record-keeping

The needs of CEP staff in the program areas outlined above are sufficiently well known to permit some pre-planning. However, the general outline must be specifically adapted to the needs of the program components: Job Clinic, New Careers, Mainstream, Neighborhood Centers, Central Office operations, and subcontracted programs. The amount and kinds of training needed in each component will depend upon a review of existing training capability within CEP, number and kinds of specialized training programs subcontracted or proposed by CEP, and the judgment of the Project Director and his staff.

We are mindful that it is neither necessary nor desirable to undertake training in areas where sufficient training is already planned. Our proposal is sufficiently flexible so that we can incorporate additional cycles if and when they are needed and yet avoid unnecessary duplication and repetition.

PHASE III

Review and Evaluation

During this phase we will review and appraise activity taking place under Phase II. Problem areas will be identified and continuity training needs will be identified. A "wrap-up" training plan will be developed.

PHASE IV

"Wrap-up" Training

The purpose of this phase is to supplement and reinforce in areas where analysis and review disclose weaknesses.

III. COORDINATION OF TRAINING WITH NEIGHBORHOOD ACTION INSTITUTE

Gary CEP has entered into a contract with the Neighborhood Action Institute of SEDFRE, Bob Jackson, Director, to conduct leadership and sensitivity training for CEP Center Council members, and for CEP staff who relate most closely to Center Council operations.

A. L. Nellum and Associates proposes to coordinate its activities with those of NAI in order to avoid duplication of effort

A. It is our understanding that NAI will concentrate its efforts on Council members. Accordingly, A. L. Nellum and Associates will not conduct training sessions of any kind for Council members except as described in (C) below.

B. NAI's training of CEP staff will concentrate on staff-council relationships. Accordingly, A. L. Nellum and Associates staff training sessions for staff will be restricted to other operating problems except as described in (C) below.

C. In order to make the best use of the talents of NAI and A. L. Nellum and Associates staff, we propose to conduct joint NAI-ALN sessions for CEP staff in those cases where the subject matter of our two programs cannot be separated. Upon request by NAI, we will also participate in joint NAI-ALN training sessions for Council members.

IV. TIME AND ADMINISTRATION

The overall project will be under the supervision of a senior member of the firm and will be coordinated by A. L. Nellum and Associates staff trainer. Further, special consultants in the field of leadership training, manpower training and economic development, component operations, program specialists, administration and management, staff and systems development will be used as an integral part of the contractor's team.

We propose one or more training cycles in each of the following areas:

Orientation - 1 cycle

Leadership training - 4 cycles

Functional area training (recruitment, counseling, job development, etc.) - 10 cycles

Each cycle will utilize, on the average, the following training days:

Phase I	1 day
Phase II	3 days
Phase III - Review and Assessment	1 day
Phase IV - Wrap-up	1 day
	6 days

Work on this program will commence within two calendar weeks following approval of the contract and will continue for a full year.

V. FEE

To be negotiated.

June 24, 1969

COPY

Mr. Jerry Perlmutter
George Williams College
555 31st Street
Downers Grove, Illinois 60515

Jerry:

I would like to talkwwith you concerning August, September and October dates.

Our present contract will expire in July and as of yet we have not clarified the new contract.

The dates that I sent you will be revised. I will be in contact in the near future with you and Bill Moore.

I will be in Bethel, Maine during the month of July and will be returning to Gary the 1st of August, so therefore, will contact you after I arrive.

Sincerely,

Bob

BJ:cym

NORTHWEST INDIANA YOUTH DEVELOPEMENT, Inc.
732 West Ridge Rd.
Gary, Indiana

July 2, 1969

Dear Member:

The Northwest Indiana Youth Developement will be sponsoring, during July, a four day conference on Leadership and Social Relations, given by the Neighborhood Action Institute of Gary. This conference will be held July 8th, 9th, 15th, and 16th from 9am to 5pm at the "OPEN DOOR" - 732 West ridge Rd.

Lunch and snacks will be provided free of charge to all who wish to attend. There is a registation fee of one dollar - which may be paid at the door. However, in order to attend you must return the inclosed registration card.

This conference may well prove to be the most important educational event of our summer program. Everyone is strongly urged and advised to attend. It is recommended that if you have made other plane: change them. This conference is that important!

Yours truly,

THE EXECUTIVE BOARD
N.I.Y.D.,Inc.

TIME TABLE

N.I.Y.D.Inc.-"CONFERENCE on LEADERSHIP & SOCIAL RELATIONS"

July 8th: Black History

July 9th: Social Problems - Identification

July 15th: How do "poor" people see themselves? What is their view of the world?

July 16th: How do "we" see "them"? What can we do?

P.S. Come prepared to participate!

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ASSOCIATED WITH THE NATIONAL EDUCATION ASSOCIATION • 1201 SIXTEENTH STREET, N.W. • WASHINGTON, D.C. 20036 • (202) 223-9400

July 3, 1969

Mr. Robert W. Jackson
Scholarship, Education and Defense
Fund for Racial Equality
1700 Adam Street
Gary, Indiana

Dear Mr. Jackson:

To cover the costs of your tuition and registration fees at the Program for Community Change Specialists (PCCS) in Bethel, Maine, from June 29 to July 25, 1969, NTL Institute is granting you a scholarship of $930.

The room and board costs of $320 are an item for which we would anticipate being reimbursed through the utilization of your services on NTL programs during the period from September 1, 1969 to August 31, 1970. In the event that NTL is unable to use your services during this period, the $320 room and board costs for the PCCS program will be waived.

If you have any questions about this proposed arrangement, please let me know by letter or, if you wish, please feel free to discuss the matter with Don Klein in Bethel.

Yours very truly,

R.E. Gibbons

R.E. Gibbons
Controller

cc: Don Klein

SCHOLARSHIP,
EDUCATION AND
DEFENSE =
FUND FOR
RACIAL EQUALITY inc.
164 MADISON AVENUE
NEW YORK, N.Y. 10016
(212) 532-8216

8 July 1969

MEMORANDUM

TO: CARMEN MORENO

FROM: SHIRLEY M. LACY

RE: ACTIVITY REPORTS

During Bob's absence I would like to remain as close in touch with your office as possible. It would be helpful if you would ask the staff to get together and send me a weekly report while Bob is away.

tk

Contributions are deductible for income tax purposes

■ *chairman of the board:* Nils Douglas ■ *chairman of the executive committee:* Andrew E. Norman ■ *president:* Marvin Rich ■ *vice presidents:* William S. Ellis, Nanette Sachs ■ *secretary:* Ezra Levin ■ *treasurer:* Shelley Appleton ■ *executive director:* Ronnie Moore ■ *leadership director:* Shirley Lacy ■ *legal director:* Carl Rachlin ■ *technical assistance director:* James Felder ■ *BOARD OF DIRECTORS:* James Baldwin ■ Katrina McCormick Barnes ■ Allan Barton ■ Jonathan Bingham ■ Canon James P. Breeden ■ Robert Curvin ■ Charlotte Devree ■ Robert F. Drinan, S.J. ■ Michael O. Finkelstein ■ Doris Freedman ■ James T. Harris, Jr. ■ Claude Heckscher ■ Norman Hill ■ Arthur Kimmelfield ■ Dr. Archie Lacey ■ Jeremy Larner ■ Joann List Levinson ■ John Lewis ■ Leon Modeste ■ Henry Morganthau, III ■ Dr. William Stuart Nelson ■ Edward Norton ■ Richard J. Schwartz ■ Elaine Slater ■ Rowland Watts.

490

SCHOLARSHIP
EDUCATION AND
DEFENSE
FUND FOR
RACIAL EQUALITY, inc.
164 MADISON AVENUE
NEW YORK, N.Y. 10016
(212) 532-8216

9 July 1969

MEMORANDUM

TO: LEADERSHIP DEVELOPMENT STAFF

FROM: SHIRLEY M. LACY

Attached is a copy of the July work schedule. Please advise of any additions, correction or changes.

Many thanks for getting this information to me. I know it helps you in talking to your contacts, to know the range and scope of SEDFRE activities.

S.

att

Contributions are deductible for income tax purposes

■ *chairman of the board:* Nils Douglas ■ *chairman of the executive committee:* Andrew E. Norman ■ *president:* Marvin Rich ■ *vice presidents:* William S. Ellis, Nanette Sachs ■ *secretary:* Ezra Levin ■ *treasurer:* Shelley Appleton ■ *executive director:* Ronnie Moore ■ *leadership director:* Shirley Lacy ■ *legal director:* Carl Rachlin ■ *technical assistance director:* James Felder ■ *BOARD OF DIRECTORS:* James Baldwin ■ Katrina McCormick Barnes ■ Allan Barton ■ Jonathan Bingham ■ Canon James P. Breeden ■ Robert Curvin ■ Charlotte Devree ■ Robert F. Drinan, S.J. ■ Michael O. Finkelstein ■ Doris Freedman ■ James T. Harris, Jr. ■ Claude Heckscher ■ Norman Hill ■ Arthur Kimmelfield ■ Dr. Archie Lacey ■ Jeremy Larner ■ Joann List Levinson ■ John Lewis ■ Leon Modeste ■ Henry Morganthau, III ■ Dr. William Stuart Nelson ■ Edward Norton ■ Richard J. Schwartz ■ Elaine Slater ■ Rowland Watts.

ERIC G. CARPENTER

EMPLOYMENT REPRESENTATIVE
PERSONNEL DEPARTMENT
INDIANA HARBOR WORKS
INLAND STEEL COMPANY

EX 7-2300
EXT. 2272
EAST CHICAGO, INDIANA 46312

Bob

MEMORANDUM TO: See Distribution

FROM: (Mrs.) Jean Thurman, Neighborhood Developer
Gary Neighborhood House - 1700 Adams Street

SUBJECT: Pilot Project For Work - Training Program

DATE: July 11, 1969

STATEMENT OF PROBLEM

The lack of jobs for the city's young, male, black, high school dropouts is critical. These young men are handicapped by their color, lack of formal education, the absence of a father figure, records of antisocial behavior and in many cases - motivation. Many of then are gang members.

NEED

There is a need for some meaningful program to help then overcome the above mentioned handicaps so that they can become useful productive citizens that the community can take pride in. Many of them are already on a collision course that will eventually lead them to more sophisticated criminal activities as they get older. Presently, they need counseling on an on-going basis; they need job training; and they need jobs.

STEPS TAKEN TO DEAL WITH THE PROBLEM

This worker has long been concerned with the above mentioned problem in relation to the Diablos who frequent the Gary Neighborhood House and has discussed the situation with many people in the community. Mr. Lemuel Carter, Engineer at the Inland Steel Corporation in East Chicago, Indiana, was approached and has had a conference with the

Personnel Division of that Corporation. They have expressed an interest in the problem and a willingness to help. However, they are insisting on some community contribution to make the project a success.

PRELIMINARY PROPOSAL FOR PILOT PROJECT

As of this date Inland Steel is willing to accept 10 or 12 of these youngsters and develop a work - training program designed to meet their particular needs. Inland will assume responsibility for the on the job training and some counseling while on the job. It is expected that the community will assume responsibility for the initial selection of the youth (with Inland reserving the right to make final determination and ruling out any youth with a record of a narcotic or sex offense); some pre-Inland job readiness training and some on going counseling from the community. Following is a suggested breakdown of other areas of responsibility:

Gary Neighborhood House - To assume responsibility for the initial selection of the trainees; to check with the Juvenile Court and Police Department to determine if they have any record of narcotic or sex offenses; to work cooperatively with other agencies in drawing up the final proposal; and to assist the other agencies in the implementation of the final proposal, as needed.

Concentrated Employment Program - To design and implement two weeks of job readiness training to begin at the earliest possible date.

The Neighborhood Action Institute - To help design and implement the CEP component of the job readiness training. (This agency is housed at the Gary Neighborhood House and already has some relationship with the Diablos).

The Gary Urban League - This agency sponsors an On the Job Training Program and hopefully they can assign a staff person or assist in the recruitment of a person who would be responsible for the ongoing counseling needed away from the job.

The Gary Human Relations Commission - The Executive Director of this agency has expressed an interest in working with the gangs in the community. Hopefully, that agency can become involved in a meaningful way in helping to provide counseling and in the recruitment and selection of additional youth to participate in the project.

OBJECTIVES

If the pilot project is a success, the benefits to be derived are obvious. With careful planning and a real commitment on the part of all, there is no reason why the project would not succeed. Ideally, it could be expanded to reach a greater number of young men and similar projects could be worked out with the United States Steel Corporation and other major employers in the area.

* * *

DISTRIBUTION:

Rev. Stanley Terry, President
Board of Directors
Gary Neighborhood House

Mr. Wallace White, Director
Concentrated Employment Program

Mr. Lemuel Carter
Inland Steel Corporation

Mr. George Coker, Executive Director
Gary Urban League

Mr. Robert Jackson, Director
Neighborhood Action Institute

Rev. Charles King, Executive
Director, Gary Human Relations
Commission

- Ideas of mill personnel
- Structuring of Trng. Prog
- Sharing of design w/ mill
- Finalized Trng. Prog
- 2 hr sessions weekly

Prespections:

- Job readiness
- 7 hr - Counsellor work day w/ streets worker
- Job up-grading

- Background Info
- NTC - Trng methods

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July 22, 1969

Mr. Ronnie M. Moore
Scholarship, Education and
  Defense Fund for Racial Equality
164 Madison Avenue
New York, New York 10016

Dear Ronnie:

There has been a lot of "water over the dam" since last seeing you. On a number of occasions I have talked to Bob Jackson about wanting to get together with you around the activities in Gary, and also around the whole picture of the way NTL Institute is currently relating to the community field.

The proposal that we have developed - PROPOSAL FOR A PROGRAM OF TRAINING AND RESEARCH FOR COMPREHENSIVE COMMUNITY DEVELOPMENT - spells this out in some detail. We see this as a very ambitious effort, and one that will set directions for NTL Institute in the community area for the next 5-10 years. The Overview - the first six pages of the enclosed proposal - will give you the gist of it; this plus pp 51-58 where the CDLs are described, may be most useful to you.

This all adds up, Ronnie, to a need to talk with you as soon as we can arrange it. I see many opportunities for extending the ways SEDFRE and NTL Institute are relating currently, and I really would like to explore these. Can you suggest a time in the next six weeks when we might meet? The week of July 21 is a possibility for me. Then I will be away for about four weeks, returning to the office the week of August 25. After that I will be in and out.

It was great having Bob Jackson in the Program for Community Change Specialists this summer, and having Hank Smith on the staff.

Looking forward to hearing from you.

Cordially,

H. Curtis Mial, Director
Center for Community Affairs

Enclosure (1)
cc: ✓Mr. Bob Jackson

COPY

July 22, 1969

Miss Cecilia Pardo
Mexican-American Inter-Agency Committee
  on Mexican American Affairs
1800 G. Street, N.W.
Washington, D. C.   20506

Dear Ceci:

Enclosed herewith please find information which I promised to sent you in reference to the Mercy Committee of Our Lady of Guadalupe Church and their activities in East Chicago, Indiana.

Hope that you can help our Brothers and Sisters here in the area from your end. As for us, we are trying to do our "thing".

I am sending the same materials that are enclosed to Ruben Alfaro.

I was promised additional information in the near future. When I receive same, I shall forward copies to you and Ruben.

Thinking of you and hope to see you soon,

Hector Lopez

HL:cym

Enclosures

Bert J.

MEMORANDUM

July 23, 1969

TO: Staff

FROM: Jacqueline Turner

SUBJECT: Insurance Coverage

Once a year Massachusetts Mutual does a survey to make sure that their and our insurance records are up to date. If there have been additions to the family, you should let me know; should you wish to change your beneficiary, you should let me know.

I would appreciate receiving any changes to be noted on your file cards as soon as possible.

Bob

MEMORANDUM

July 23, 1969

TO: Staff

FROM: Marvin Rich

SUBJECT: Financial Situation

Enclosed is our statement of income and expenditures. You will be interested to know that our income and disbursements for the first ten months of the fiscal year are already greater than our minimum for the full year. We do expect to go over the budget figure substantially. Nonetheless, our financial situation is very tight. We have taxes due and outstanding bills, some of them quite old.

Yesterday we received a phone bill for $1200 for the past month. Included are a number of phone calls of clearly excessive length. This morning we received a bill from United Air Lines for credit card travel. For a two week period ending July 21st, our travel totalled $1327. For the previous two weeks our travel totalled $1579. We simply cannot afford this.

Therefore, until the end of September air travel should be limited to instances where we are reimbursed under contract, or which has been specifically approved by Ronnie or myself. I am sorry, but it must be done. Also, we will be going over the telephone bills with a fine tooth comb. Some of you will be asked to reimburse the organization for personal calls; but, all of us should attempt to limit the number of calls made and their length.

One final point, and that is car rental. Cars should be rented only when absolutely necessary for business purposes and where alternative travel is not available.

TO: Richard Gordon Hatcher

FROM: Art Naparstek

SUBJ: Project' 76 - Goals for Gary

DATE: July 23, 1969

Purpose: Project' 76-Goals for Gary is conceived of as a seven year program, sponsored by the Mayor, to involve citizens from all areas of the city and all nationality, ethnic, racial and social groups in planning for the city's future. The program would be keyed into the bicentennial celebration of the nation's founding, which will occur in 1976. The program, Goals for Gary, will seek to define the cities common goals clearly: What are the ideals, the pinnacles of aspiration, the shared aims of the citizens of this city? What is it we want Gary to be and to do?

The underlying rationale for project' 76 can be best stated by the following questions: Shall we (the city) deal adequately with the future, or be run over by it? Dealing with today's problems, do we keep the long term in perspective and strive not to do things future generations must undo at great cost? Do we have in mind the need for the closest possible relationship between the city's aims and those of the individuals who comprise it? Do we recognize that, as with an individual, the community, in pursuit of worthwhile goals, must at times take risks and be willing to make swift and major changes? Are we ready to accept some failures and begin again? Are we prepared to pay the price for attainment of bold, daring, difficult-to-reach goals? Our goals pertain not to just any city - but to Gary. By their very nature, some of them must be general, others quite specific. The timetables for their attainment will differ. If they are bold and imaginative enough, we shall not be able to afford them all at once and thus, ultimately, we must cost them and establish timetables and priorities for their attainment.

Gary, with approximately 60% non-White and Latin American population is currently experiencing the alienation and polarization that exists between Black, Brown and White people. This balkanization of races and ethnic groups affects all aspects of city life. The primary purpose of Project '76 is based on the premise that through involving a significant cross section of the Gary community in a constructive project, progress will be made toward closing those gaps which exist between racial and nationality groups.

Methodology:

It is important that goals for Gary be developed primarily by Garyites, although skilled and professional assistance should be available along the way. There must be wide understanding of the goals to be set, competent management and follow-through by the planners, complete documentation and feasibility studies and lastly, complete trust and confidence in the goals, the plans and the planners. The following 12-step recommendations could be used to formalize Project' 76 - Goals for Gary's approach to planning:

I. The Mayor appoint an interim committee of between 10 and 20 persons broadly representative of Gary leadership.

II. For this committee to hold a one-day conference.

III. The purpose of this meeting will be threefold: one, to lay out the total plan; two, to identify those people who the Mayor could appoint to Project' 76. The Commission should have no fewer than sixty members and no more than eighty; three, to identify those areas on issues, i.e., public safety, government, etc. for major concentration.

IV. For a staff person to be assigned by the Mayor to work with the Commission.

V. For the Commission to form a Goals Committee under whose supervision the staff person would work. This committee would supervise the identification of social, economic, cultural, religious and political goals for Gary.

VI. Under the supervision of the Goals Committee, the staff would engage writers to prepare pertinent essays.

VII. Associated with each writer should be a small panel of critics -- say five to ten persons. These people would be drawn from the Commission. The panel and staff person should review each original manuscript and make suggestions. The writers' product is an essay to be used as background for Goals discussions. The writers do not thus set final goals. They may, of course, suggest specific needs and help point a direction. But the goals for Gary should be laid out by a large and more diverse group based on the writer's material. The writers should not expect unanimous acceptance; rather, they should hope to evoke active and wide discussion. The essays should be brief, simple and as objective as possible.

VIII. For the Commission to sponsor public hearings in each councilmatic district. The essays will serve as background material for the residents.

Residents will be requested to identify goals for their community and for the total city. Each hearing will be convened by the councilman of that district. A panel of representatives from the 76' Commission, who are also residents of that district will serve as reactors and moderators during each hearing.

IX. Following the hearings, all suggestions would be funnelled by subject area to the Goals Committee. The Goals Committee will be charged with further developing the goals and presenting them to the Mayor and the Commission.

X. A Gary Assembly will be called. This should be a gathering of all Commission members. The purpose of the assembly will be to review all the testimony and essays. At the close of the discussions, the results of the testimony should be integrated into a single statement of findings and recommendations by a drafting committee. This statement should be reviewed by the entire Assembly during a final planning session. The result would be Goals for Gary. The statement should be issued immediately to the press.

XI. The completed statement, with background statements and essays should be published. This volume, called perhaps Goals for Gary - Project' 76 should then be circulated throughout the city - free or at slight cost - to all educational institutions, to social and political groups, public affairs organization and other civic clubs.

XII. The Commission to reorganize into task forces and work toward implementing the goals. Together with city administration staff, proposals would be written and negotiations initiated with federal and private agencies and foundations.

Proposed Timetable:

August - Appointment of interim committee

September - Interim committee's one-day meeting

September - Formation of Commission

September - First meeting of Commission

October - November -- Preparation of Essays

December-January -- Public Hearings

February - Gary Assembly

March - Publication of Project' 76 Volume.

Suggested Subject Areas:

I. The Government of the City

II. The Design of the City

III. Health

IV. Welfare

V. Transportation

VI. Public Safety

VII. Elementary and Secondary Education

VIII. Higher Education

IX. Continuing Education

X. Cultural Activities

XI. Recreation and Entertainment

XII. The Economy

Financing the Commission:

Upon announcing formation of the Commissinn, the Mayor should allocate $5,000 of city funds to finance its operation. Project' 76 sponsors should be selected and asked to contribute a certain amount.

Staff:

The Office of Program Development and Coordination should staff the Commission. This staff person would serve as temporary Commission Director. A secretary will also be needed.

Immediate Action Needed to Initiate Program:

1. The project should be brought before the cabinet for suggestions and approval.

2. The City Council should be informed privately of the program and their inputs solicited.

3. Other municipal entities such as the schools, library, sanitary district, urban redevelopment, federal programs, etc. should be informed of the program and their cooperation assured.

4. Commitments from key community leaders, whose support will be needed to put the program across, should be obtained.

5. Sponsorship of Project' 76 should be solicited.

6. An executive director should be identified.

7. Careful thought should be given to drawing up a list of Commission members. They should be contacted, the program explained and their interest ascertained before their official appointment.

8. An Executive Order should be promulgated clearly stating the program's objectives and method of operation.

Neighborhood Action Institute

1700 ADAMS STREET
GARY, INDIANA 46407
PHONE 885-4316

BOB JACKSON
DIRECTOR

July 30, 1969

TO: Neighborhood Action Institute Board Members

FROM: Bob Jackson, Director

RE: Board Meeting

Please be advised that a Board Meeting of the Neighborhood Action Institute has been scheduled for August 4, 1969 at 6:00 p.m. at the Gary Neighborhood House, 1700 Adams Street.

It is important that you be present at said meeting. Upon receipt of of this notice please call the office and verify your attending on said date.

Thanking you in advance, I remain,

Respectfully yours,

Bob Jackson

Bob Jackson

BJ:cym

BOARD MEMBERS OF THE NEIGHBORHOOD ACTION INSTITUTE

Mr. John P. Friel
1358 Dearborn
Gary, Indiana 46403
938-6142

Carl Guzman, Center Director
Concentrated Employment Program
1136 W. 5th Avenue / 301 King Street
Gary, Indiana 46402 Gary, Indiana 46404
883-4159 949-3630

Jean Thurman
1700 Adams Street
Gary, Indiana 46407
885-5071 - home

Mrs. Ann Johnson
2085 Chase Street
Gary, Indiana 46404
944-9315

Miss Shirley Heinze
1 Shore Drive
Portage, Indiana — 762-1720 - home
1-312-236-8565 - WK.

Jerry Russell
Concentrated Employment Program
1136 W. 5th Avenue
Gary, Indiana 46402
883-4158

Mrs. Mabel O. McClain
1201 Taft Street
Gary, Indiana 46404
(No phone)

The second Board meeting of the Neighborhood Action Institute was called to order by Miss Jean Thurman, Chairman of the Board, on Thursday, March 7, 1969 at 6:15 p.m. at the Gary Neighborhood House, 1700 Adams Street, Gary, Lake County Indiana. Present at said meeting were Board Members: Jean Thurman, John Friel, Shirley Heinze and Carl Guzman; staff members: Bob Jackson, Sylvia Taylor, Fred Minor, Mike Burr and Carmen Moreno.

Miss Thurman introduced the Board Members to those present, then the introduction of the staff to the Board Members.

The Reports of the Progress of NAI were passed out at this time and Mr. Jackson commented that the staff of NAI would be present at all future Board meetings. It was agreed upon by everyone present. Mr. Jackson then asked whether Board meetings for the NAI were to continue on the first Monday of each month or whether they would be changed. Everyone agreed to keep them as they were.

Next Mr. Jackson gave a status report on the Institute. It was decided that the Board Members read the reports and ask questions as they read.

Mr. John Friel brought up a question on page two, paragraph five of the Status Report on the Nai dealing with Mr. Jackson's attempt to try and establish regular communication with the Mayor. Mr. Jackson explained that it was a problem at first, but is had been worked out.

Another question brought up by Mr. Friel was on page two, paragraph six of the same report in reference to the Programs not being administratively prepared for the training and also the fact that there was static between different persons in the Programs. Mr. Jackson explained that the reason why he wasn't tied to the City's Administration nor any of the Federal Programs was because he wanted to be able to deal effectively with all of them and there was no static between himself and any persons in the Programs.

Next Mr. Jackson told those present about the meetins between the Directors of the Federal Programs and how they are being held on a regular basis. Those presently attending said meetings are: William Staehle - Model Cities; Gary Stewart - Metro Corps; Charles Brown - Youth Programs; Frank Dobbins - NYC Out of School; James Taylor - NYC In School; Wallace White - Concentrated Employment Program and they were trying to get Tom Brown of Soul, Inc. to join in the meetings.

Also, Mr. Jackson informed the Board that Metro Corps had Sub-Cabinet Meetings held on regular schedule and that he was finally invited to attend.

Miss Thurman asked why the Model Cities Residence Board did not understand the functions of Model Cities. She also referred to paragraph four on the second page of the report to the Board and asked Mr. Jackson to explain why NAI was struggling with the Directors of the various Programs.

Mr. Jackson explained that there were strong personality conflicts within the Programs. For example with Model Cities, there was a meeting in February and the Board was evenly divided about stopping the Program's schedule until differences between Hank Morgan and William Staehle were ironed out. The majority voted to continue. Mr. Jackson went on and told the Board that during the training sessions with Model Cities Interviewers, the same thing arose, that is, they were taking sides.

Arrangements were made for Model Cities to pay $1200.00 to the Institute for the training session of three (3) full says and then three (3) weeks of 1/2 day session per week. After the training, William Staehle requested a break down of the $1200.00 , something that he had not requested before. There was some confusion and he wasn't satisfied with the break down and was going around talking to other people about him not being satisfied as far as the money was concered, that Mr. Jackson decided to give the $1200.00 back and that training was done free. Mr. Jackson then explained to the Board that he had done this to leave the way open for more future training of Model Cities, but that in other future contracts everything would be itemized and that he would make sure that the Institute got the $1200.00 included in the next contract.

Next came the discussion of the February, 1969 Report.

Mr. Jackson spoke regarding staff development and told the Board about the week-end trip to Chicago that the staff took for a 2-day lab conducted by National Training Laboratory, thereby developing the staff of NAI.

Next the Board was informed that Ronnie Moore was to be Executive Director of SEDFRE starting April 1, 1969 and that Marvin Rich was made President of the Board of SEDFRE and that Shirley Lacy was made Director of Leadership Training.

Next, was the discussion of the CEP Conference in Beloit, Wisconsin. Mr. Jackson mentioned the fact that two (2) of the best trainers in the Midwest would be working with the NAI staff in Beloit, they were William Moore and Jerry Perlmutter.

The Board was next informed about the two (2) day training with VISTAs and since Mr. Jackson did not have the evaluation forms with him, he promised to bring them to the next meeting. The Board was also informed about the National Training Laboratory to be held in Battle Creek, Michigan during March 9-15, and the fact that Mr. Jackson would be participating in that laboratory.

Mr. Jackson explained the purpose of the lab in Battle Creek, Michigan and the hopes of getting one started in Gary this summer when those persons representing Gary return. Mr. Jackson informed the Board that there would be about 12 people that would be attending from Gary including two youths, and that the National Training Laboratory Institute gave the two scholarships for the youths to go.

The discussion of the Clarification and Priority of Training objective and the Budget was next. Miss Shirley Heinze asked if we had raised any money as of yet for the Budget. Mr. Jackson informed her that $25,000.00 of the Budget has already been raised through the CEP contract and that Metro Corps' contract was still pending. He also stated that in order for the Institute to continue to survive we would be looking for contracts in the Midwestern area. Miss Heinze then stated that all capacities here in Gary should be utilized first before going out of the City.

Mr. Jackson then told the Board about a possible training session with CAC and that the VISTAs were instrumental in helping the Institute do that training. Also, that the staff members were given different assignments on which to follow up and that they would be giving reports to the Board at each meeting in reference to their progress made that month.

Mike Burr was to work with Mexican-American Community and Fred Minor was to work with community groups and the Welfare mothers. Sylvia Taylor was to work with Social groups and business organizations.

The main emphasis at this time will be as follows:

1. That we are here (NAI)
2. Get to know the organizations in the community
3. Get themselves known in the community

Mr. Jackson promised the Board that they would have the monthly reports before the next meeting.

Miss Jean Thurman, Chairman then adjourned the meeting at 7:20 p.m.

Suggetions from Board

Get in touch with the Tenant Councils from the housing projects here in Gary. Ivanhoe Housing Project has one in operation, the others are having trouble getting together.

Julius James - Southern Christian Leadership Council

See MacAndrew about giving you some time in his elementary and secondary teachers' meeting to discuss the Institute.

Get in touch with all Presidents of the PTA - 44 schools in Gary

Get in touch with the city wide PTA Chairman

COPY

July 31, 1969

Mr. Ruben Alfaro
215 N. Walnut Street
East Lansing, Michigan

Dear Ruben:

Writing to keep you informed on the housing problem in East Chicago that Mr. Victor Martinez talked about in the meeting we had at Holy Angels Cathedral in Gary last June.

NAI/SEDFRE staff will be helping them to solve their problems, but I thought that maybe you and Cecilia could help us in solving the problem. You know that the more people there is involved, the quicker we get results.

Enclosed please find newspaper articles and correspondence between various offices in the City of East Chicago and the Mercy Committee of Our Lady of Guadalupe. The same materials were mailed to Cecilia.

I will be sending you more information as I get it from the Committee. Hope you can help us.

Sincerely,

Hector Lopez

HL:cym

Enclosures

Mr. Robert W. Jackson
1720 W. 5th Avenue
Gary, Indiana 46404
July 31, 1969

Mr. Leon Fox
Membership Chairman
Par-Makers Golf Club

COPY

Dear Mr. Fox:

This letter is to request membership into the Par-Makers Golf Club.

The sportsman's like conduct of the members of the Club moves me to desire to become one of their comrades. I am also impressed with the sense of team work and "es spirit de corps" that exist within the membership.

Being relatively new to Gary and having a "love affair" with this frustrating game of golf, it was very good for me to have been befriended by Mr. Freeman, who introduced me to the other Club members who treated me as an old friend.

For this I sincerely thank all of you and request that I may become a "Par-Maker".

Sincerely,

Robert W. Jackson

RWJ:cym

August 6, 1969

TO: J. D. Smith, Director Streets Program

FROM: Bob Jackson, Director Neighborhood Action Institute

SUBJECT: Suggested perspective for Streets Program

COPY

I. MEETINGS

I was impressed with the staff of the Streets Program at the meeting I attended. The staff is very articulate of the problems in the City and have tremendous rapport with the fellows on the streets.

It is important that you play a stronger role as Chairman. It is essential that the role of Chairman be strong, but should not inhibit the staff from feeling free to express themselves. You should have people listen to each others' opinions. This would curtail individual arguments which "hang up" meetings.

II. RESOURCES

It is of great importance that one of the first objectives of the Program should be to identify resources, jobs, personal assistance and general information that the community desires.

The first step should be to identify all of the City's Service Agencies and programs and their locations.

The next step should be for the Streets Program itself to determine how relevant and effective these programs and service agencies are to the needs of your Program.

Perhaps the next step should be to offer suggestions as to how these programs may be made better but, that should be your decision. You may find that it is better to just work with those you find that are relevant.

This is not an attempt to offer a cure by all means, but to offer a tentative plan of action that will improve your Program delivery to the Community.

Neighborhood Action Institute

1700 ADAMS STREET
GARY, INDIANA 46407
PHONE 885-4316

BOB JACKSON
DIRECTOR

RECEIVED
AUG 7 1969
SEDF

August 6, 1969

Mr. Marvin Rich
Scholarship, Education and
Defense Fund for Racial Equality
164 Madison Avenue
New York, New York 10016

Re: NAI's perspective for the year 1970

Dear Marvin:

The attempt of this perspective is to set goals and to establish a course of direction for the Neighborhood Action Institute during the next year. It is important that this is done at this time, since it is the beginning of the fiscal year. I have attempted to incorporate some of the new activities that Ronnie and I talked about.

It will be an asset to have SEDFRE handling the financial administration of our operation. This will curtail many of the operational problems that now exist.

This report should not be seen as a dictating document which will be rigidly followed, but as a tentative plan of action which will be broaden, sharpened and modified as the NAI proceeds.

I. September - December, 1969

During this period the Institute sees itself engaged in the following activities.

Follow-up and Continuation : It is important that the Institute continue its training workshops with the CEP Program and community groups. The Institute's Director will coordinate the leadership development training with the Technical Assistance of A. L. Nellum & Associates to the CEP Program. It is equally important that the training workshops with community groups be continued and followed up.

2

The Institute should maintain contact with such organizations as A.F.D.C. Mothers, Latin groups and street organizations to assist them in their needs, goals and objectives.

Identifying and Assisting Other Grass-Roots Groups: Because of the fragmentation of community groups in Gary, it is important that the NAI seek out these small organizations and block groups to work toward the development of leadership which could strengthen the organizations.

Staff members of NAI have identified such groups and are now attempting to identify others, ie. Urban League, block clubs (200?), East side block groups and fragmented Latin organizations.

Training of Metro Corps-Model Cities Board: The Director for this program will be added to the NAI staff and will administer the training program under the Director of NAI. Getting this Program under way, will be an objective of NAI. This is an important Program for it will be the initial effort to work simultaneously with two (2) Programs.

Racial Polarization : The Institute will embark on a project to deal with racial attitudes. The issue of racial polarization is the number one problem in Gary. The Institute's staff held a workshop for the youth of Glen Park (white section) as an entree into the community, but because the VISTA worker did not secure a contract with the youth, many did not show up for the session. Another deterrent was the fact that the worker publicized the sessions in the press and some of the youths stated that many parents would not permit their youth to attend because they had anticipated "Black Militants" holding the sessions.

One staff member of the Institute has been contacting two White organizations to enlist their support to our efforts--The Chamber of Commerce and the League of Women Voters.

Another big question for the NAI is, would a White staff member be more effective???

II. January - March, 1970

NAI would begin to identify and offer the services of SEDFRE Technical Assistance Department to elected Black officials in the State of Indiana.

III. April - June, 1970

NAI would contact Black elected officials in Illinois to offer SEDFRE's Technical Assistance.

IV. July - Sept., 1970

The NAI would seek out Black elected officials in the State of Ohio to offer the services of SEDFRE's Technical Assistance.

V. October - December, 1970

NAI would locate those Black elected officials in the State of Michigan to offer SEDFRE's Technical Assistance.

VI. In addition to the Technical Assistance to Black elected officials, it is essential that NAI continue its efforts with the federal programs and community groups in the City of Gary.

The Technical Assistance to Black officials should be incorporated with NAI. Staff members will become familiar with the political structures of the cities and state they will be covering as well as become aware about their problems and resources. This will enable us to make better delivery of the Technical Assistance services we render.

VII. Evaluation

The period of October thru December of 1970, should also be a period of evaluation of our past year's performance and also since the two (2) year Gary commitment will have expires, it will be time for SEDFRE to make a decision to continue or curtail its Gary project.

Bob

cc: Ronnie Moore
Shirley Lacy
Jean Thurman, Chairman
NAI's Board of Directors

℅ Metro Corps of Gary,
1100 Mass. St
Gary Indiana
August 10. 1969

Scholarship, Education and Defense
Fund for Racial Equality
164 Madison Ave.
New York, New York

Dear Sir

This letter is a reply to a request asked of me following a workshop on Community attitudes last Friday evening. (August 8 1969) With great pleasure I am writing to thank you and your staff for the resource they have been to me. The group of which I was a member, (Lead by Bob Jacks worked very hard trying to better understand each of our own attitudes toward the meaning of community participation in relation to ourselves directly. Through this type of workshop we can all build ourselves intern, more realistically building the community. Thank you.

Sincerely yours,

Donald Meeks

People Organized for Welfare, Education and Rights

(P. O. W. E. R.)

1700 Adams Street–Gary, Indiana 46407
(219) 88-21550

National Welfare Rights
Organizations:

Gary (AFDC Mothers)
Hammond
East Chicago

American Civil Liberties
Union-Calumet Chapter
President
Gary Teachers Union
Local 4, AFL-CIO

Mental Health Employees
Union, Local 340, AFL-CIO

Black Causus, Indiana
University Northwest

Indiana Union of Welfare
Employees (IUWE)

Concerned Citizens for
Quality Education (CCQE)

United Viscounts

The Diablos

Inner City Task Force
(National Council of Churches)

Executive Director, Gary
Urban League

Executive Director, Operation
Breadbasket-Chicago

Black Economic Development Organization

**Allied Workers
Union**

August 13, 1969

Mr. Robert Jackson
c/o Neighborhood Action
Institute
1700 Adams Street
Gary, Indiana 46407

Re: HARRISON, Geraldine
1644 Washington St.
Gary, Indiana 46407

Dear Mr. Jackson:

This is an appeal for help in behalf of the above captioned young lady. She is a graduate of Froebel High School. Currently, she is a Senior at Kentucky State College in Frankfort, Kentucky majoring in elementary education.

She has been unable to find a summer job and because of cut backs in Federal aid to education funds, Miss Harrison has been unable to borrow any money or obtain a scholarship to complete her education. Her mother and father are known to me and their financial situation preclude their being able to send her back to school.

According to the Department of Health, Education and Welfare Financial Statement, completed by the Director, Student Financial Aid, Kentucky State College, her expenses for the coming school year will be about $1655.00. We are asking professional and civic organizations for a contribution of at least $100.00 to help this very needy abd deserving student. Individuals are being asked to contribute any amount they can. May we hear from you at the earliest possible date? Checks should be sent to the Geraldine Harrison Scholarship Fund, 1700 Adams Street. Your contribution will be very greatly appreciated.

Sincerely yours,

Jean Thurman

(Mrs.) Jean Thurman
Coordinator

Jackson

CONCENTRATED EMPLOYMENT PROGRAM

INTER-OFFICE MEMORANDUM

Date August 13, 1969

TO Mr. Benjamin Luna

FROM Wallace White

Title Deputy Director

Title Executive Director

SUBJECT PROGRAM REVIEW OF CEP SUBCONTRACTORS

1. Effective immediately, all CEP subcontractors should be visited by the program review staff person of the Program Services Division, Mrs. Sylvia Taylor, at least once every two weeks, with the exception of the Advance Training Institute.

2. Due to the size of the class, the newness of the program and the existence of certain problems of trainee adjustment, as expressed to me by Mr. Bernard Shulman, President of Advance Training Institute, ATI should be visited at least once a week and more often if necessary.

3. These visits must be made in person by the CEP staff person and cannot be accomplished through telephone calls.

4. Each visit must be reported, in writing, and forwarded to the CEP Administrative Assistant on a weekly basis and not later than 5:00 p.m. each Friday.

5. Each report should contain information on the following areas:

   A. Trainee attendance- Including names and dates of each person who is absent. Program Services should initiate follow-up requests in triplicate on all persons who have been absent two days within any given week. One copy of the follow-up request should be kept by Program Services and two copies should be sent to Neighborhood Services for follow-up visits by the proper Recruiter-Coach. Replies to follow-up requests should be returned to Program Services within a five day period.

B. Payroll Problems- A name by name, detailed report, of payroll problems expressed by any trainee. Program Services should forward any payroll difficulties to both the Office Services Division and the M.D.T.A. Payroll Clerk.

C. Class Audits- A certain amount of time each week should be devoted to classroom review in those subcontractors where classes are held or where day care services are given. This audit will consist of non-participant observation for a period of not less than two hours in the program. The reviewer will look for such things as class attentiveness, clear and effective presentation of materials by instructor, adequacy of work materials, and manner in which questions are raised or answered.

D. Enrollee Counselling Problems- Where there is an indication that the behavior or the attitude of a trainee, in a training program, is such, as to indicate that he is no longer interested or cooperative in a meaningful manner, Program Services will indicate the nature and content of this attitude or behavior, in writing, to the Director of the training program and to the Recruiter-Coach, through the Neighborhood Services Division. If the Recruiter-Coach determines that the cause of the problem is beyond the scope of his capability, he will refer the trainee, in the usual manner, to the Job Clinic for counselling or other Supportive Services.

E. Service to CEP- In those subcontractors in which there are no trainees involved, the program review staff person should determine exactly what services have been rendered to the CEP program or to CEP trainees by name, during each two week period. (The only persons considered to be CEP trainees are those persons with completed MA 101's and are on file in the Central Records Unit.)

6. Those subcontractors who should be visited immediately are:

   A. Advance Training Institute
   B. Allied International Union
   C. Campbell Friendship House
   D. Elka Child Care Center
   E. Neighborhood Action Institute
   F. Human Relations Commission

CEP
8-13-69

cc: Buford, H.
Carpenter, W.
Cherry, J.
Crockett, E.
Dixon, W.
Goodson, S.
Guzman, C.
Hall, C.
Harris, E.
Hill, J.
Holman, R.
Hutchen, L.
Jackson, R. ✓
King, C.
LaWell, M.
Morris, S.
Samuels, A.
Smith, S.
Taylor, S.
Terry, M.
Wesley, G.

Aug. 13, 1969

Dear Sirs:

I attended a sensitivity session led by Bob Jackson in Gary. It was great! I learned so much that I should have learned a long time ago. In fact, they spent quite a while on me, I'm glad they (Bob and the other blacks) and I didn't give up. Keep up the good work!

Sincerely,
Julie Eppler

AUG 15 1969
SEDF

Rita Spragg
Rt 2, Box 472
Brown Summit, N.C.

Scholarship, Education and Defense
Fund for Racial Equality
164 Madison Ave.
New-York, N. York

Dear Sirs;

I worked with a Settlement House in Gary, Indiana this summer. It was a program sponsered by the Methodist Church. I attended a training session and found it to be very valuable. I think that this training program should continue.

Sincerely yours,
Rita Spragg.

SCHOLARSHIP,
EDUCATION AND
DEFENSE
FUND FOR
RACIAL EQUALITY inc.
164 MADISON AVENUE
NEW YORK, N.Y. 10016
(212) 532-8216

August 19, 1969

Robert Jackson
Neighborhood Action Institute
1700 Adams Street
Gary, Indiana 46407

Dear Bob:

I am enclosing a copy of the additional information on the functioning of the accounts. I think it important that this be in writing so that you and Carmen will have guidelines.

I am checking with the lawyers now and will move as quickly as possible with regard to the changed structure we proposed. When do you plan to sign the Metro Corps contract and when does it go into effect?

I thought it was a good staff meeting. I learned a lot and I think most of the staff members did too. I believe with a little time and experience, we will work out the situation in Gary.

Best,

Marvin Rich
President

Enclosure as stated

Contributions are deductible for income tax purposes

■ *chairman of the board:* Nils Douglas ■ *chairman of the executive committee:* Andrew E. Norman ■ *president:* Marvin Rich ■ *vice presidents:* William S. Ellis, Nanette Sachs ■ *secretary:* Ezra Levin ■ *treasurer:* Shelley Appleton ■ *executive director:* Ronnie Moore ■ *leadership director:* Shirley Lacy ■ *legal director:* Carl Rachlin ■ *technical assistance director:* James Felder ■ *BOARD OF DIRECTORS:* James Baldwin ■ Katrina McCormick Barnes ■ Allan Barton ■ Jonathan Bingham ■ Canon James P. Breeden ■ Robert Curvin ■ Charlotte Devree ■ Robert F. Drinan, S.J. ■ Michael O. Finkelstein ■ Doris Freedman ■ James T. Harris, Jr. ■ Claude Heckscher ■ Norman Hill ■ Arthur Kimmelfield ■ Dr. Archie Lacey ■ Jeremy Larner ■ Joann List Levinson ■ John Lewis ■ Leon Modeste ■ Henry Morganthau, III ■ Dr. William Stuart Nelson ■ Edward Norton ■ Richard J. Schwartz ■ Elaine Slater ■ Rowland Watts.

490

MEMORANDUM

August 19, 1969

TO: Robert Jackson

N.C

FROM: Marvin Rich

SUBJECT: Expense Policy

I want to summarize the expense policy with regard to Gary as it now exists. If there should be any change in this policy as a result of future developments, you will be notified in writing:

1. The general policy with regard to expenses will prevail for Gary as for all other situations.

2. Your personal expenses will be paid from New York. No personal checks or checks for personal expenses should be written on any of the Gary accounts.

3. The rent bill should be sent promptly to New York for payment. The phone bill should be xeroxed and sent to New York. We shall pay the amount not paid by CEP.

4. There must be no intermingling of CEP, Neighborhood Action Institute and Metro Corps accounts. This means that only CEP expenses may be paid from the CEP account and Metro Corps expenses from the Metro Corps account when it is established.

5. No checks should be signed in advance. If you should be out of town, checks should be mailed to you with an addressed envelope so that you can mail them back to the creditors. This will delay payment of bills for only one day, but will protect you as an individual and the organization.

6. Revised signature cards for all of the accounts should be secured from the bank and sent to New York. Ronnie and I should be authorized signators to these accounts.

cc: Ronnie Moore
Shirley Lacy
Eleanor Margolies
Carmen Moreno

uwgb
the university of wisconsin-green bay
1567 DECKNER AVENUE • GREEN BAY, WISCONSIN 54302

• *Office of Student Affairs*

August 19, 1969

To: Dr. Richard Fontera
Director, Special Learning Program

From: Harry Peterson

Re: Black Trainers

Here are the names of a couple of excellent black trainers from the Chicago area I could recommend if you're looking for someone to work with black students:

Robert W. Jackson
1720 West 5th Avenue
Gary, Indiana 46404
(S.E.D.F.R.E. staff member)

William Moore
Acting Assistant Director
Model Cities Administration
5100 South Kimbark Avenue
Chicago, Illinois 60615
(Affiliated with N.T.L. and also does private consulting)

HLP:ch

National Education Association

PROJECT URBAN

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D.C., 20036
(202) 223-9400

August 19, 1969

Hi Beautiful People!

Enclosed is a copy of a little booklet for which I had some responsibility. Its a small token of my esteem for you, and for the great thing you did for me by letting me "in" your Life Planning Sessions. I shall always remember and be grateful.

Thanks!

Fondly,

George W. Jones

GWJ:nc

Bob

August 19, 1969

Arthur Kimmelfield, Esq.
Marshall, Bratter, Greene
Allison and Tucker
430 Park Avenue
New York, N.Y.C. 10022

Dear Arthur:

I want to review in writing some of the information we discussed on the telephone the other day. The Neighborhood Action Institute was incorporated under Indiana law in the fall of 1966. Local citizens are members of the Board of Directors. The Executive Director of the NAI, Robert Jackson, is not paid by the Institute, but is paid by SEDFRE. He is considered a member of the SEDFRE Leadership Training staff. His secretary, Carmen Moreno, is also paid by SEDFRE rather than by NAI. General operating expenses of NAI have been paid by SEDFRE.

The NAI has signed a number of contracts for which it receives fees for service. The most prominent have been a contract with the Concentrated Employment Program of the U.S. Department of Labor. Under this contract, the NAI is reimbursed for certain expenses and several staff members of NAI (other than Robert Jackson and Carmen Moreno) are paid full salaries and benefits. A similar contract with the Metro Corps (a joint project of Gary Model Cities and the Gary OEO), will be signed in the very near future.

At present there are two bank accounts; one for the C.E.P. contract and one for general operations of NAI. It is quite possible that a third bank account may be required. Further, certain staff salaries and expenses are paid directly from New York--obviously this is a situation which as NAI grows, can cause confusion and possibly serious difficulty. For us the simplest solution would be to receive all monies in New York, pay all bills from New York upon proper vouchering and to have all staff members directly on our payroll. Thus, the real responsibility which we have assumed would run with the authority and funds which we have not received. Robert Jackson, the director, would prefer this too. However, I am not at all sure that it can be done under the existing contracts, nor that the contracts can be so modified as to make this possible.

However, I would like your counsel so that authority and responsibility would be co-terminous and so that there would be adequate controls from New York:

1. Can the articles of incorporation of the NAI be so amended that the NAI becomes a direct subsidiary of SEDFRE?
2. Would you suggest a proper form to do this if it can be done?
3. Can we then take over the funds and the responsibility under existing contracts?
4. Will the Department of Labor and Housing and Urban Development and Office of Economic Opportunity permit the books of the Cary project to be kept in New York?
5. Is there some other arrangement which you can suggest which will meet our requirements?
6. Would it be possible under the Model Cities contract for Robert Jackson to take the post of Executive Director at $12,000 a year, have him to retain his position as Executive Director at NAI and for us to supplement his salary to the extent of $2,000 per year? Would this violate any Federal guidelines with regard to dual responsibility? Would this be subject to review and criticism later? The same question is valid with regard to Carmen Moreno taking the post as secretary to the Metro Corps.

Thanks so much.

Cordially,

Marvin Rich
President

MEMORANDUM

August 19, 1969

To: Shirley Lacy, Marvin Rich

From: Ronnie M. Moore

Re: Gary Neighborhood Action Institute

After recent discussions with Bob Jackson and you I find this memo to be appropriate. I do hope that the decisions and suggestions will be adequate to deal with the Gary situation.

1. Articles of Incorporation of NAI.
   The name of Neighborhood Action Institute of Gary should be legally changed to Neighborhood Action Institute of SEDFRE so that we can become the legal corporate entity to handle contracts and do related business in Indiana.

2. Contracts (Negotiation and Administration
   From this day forward all contracts over $10,000 should be negotiated by representatives delegated by me. Contracts under that amount should follow the guidelines of consultant fees, per diem expenses, travel, cost of materials, and at least 20% overhead. Formats should be designed to include consultants days for planning, implementation, evaluation and follow-up. As to the present contracts Bob Jackson should take these steps as of September 1, 1969 or sooner:
   a). Hire Carmen Moreno as the secretary of the Model Cities program at $5,000 a year. SEDFRE will supplement her salary $2,000 and that includes a $500 raise for the next twelve months.

   b). Bob should seek the job as Director of the Model Cities project and SEDFRE will supplement his salary by $2,000 over the project's salary of $12,000. If he cannot get the position then the director should be selected by Shirley Lacy and hired as a Staff Associate assigned to Gary. I rely on Bob to use his political and personal influence with Model Cities Board of Directors to see that one of the two alternatives is pursued.

   c). Under the present CEP contract his staff of three associates should be retained until the contract terminates, January 31, 1970. At that time, the contract should be negotiated on a consultant basis, or not at all.

√ d). Under the CEP contract Bob has $7,500 in consultant fees and $3,300 for inservice training. Bob should submit to us at once how that money can be spend using SEDFRE National staff. No NTL participation is desirable.

e). The Model Cities contract, calls for twelve trainers per weekend for four weekends. In order for SEDFRE to gain financailly and programmatically, we should set up a mid-western network with a training trainers component.

3. New Contracts
What I said previously in the memo sets a policy for all new contracts.

4. The Gary Program
Attached is a news article which I think sets the direction of a cognitive training program which should be implemented in Gary. From September 1969 to August 1970, Bob should submit a detailed comprehensive program that addresses itself to youth development, racial polarization, or another area of concentration. However, it must state a beginning, a scope and direction, and a product. Only through such a defined effort, can we avoid shifting off into political organization, clashes,etc.

5. Finances
I am passing on to Marvin the contracts on Model Cities and CEP. Whatever can be done to take over the fiscal responsibility and administration, we should do immediately. As of now, the Gary office rent should be paid by the New York office and the telephone bill is a responsibility of the CEP contract.

Bob's individual business expenses: travel, telephone, lodging, etc should be approved and handled in the usual way of all staff associates.

Finally, in order for the course of action outlined in this memo to be implemented, I think that NAI will need close supervision. One visit should be made to see that Bob understands this memo and that he moves quickly on it. Other visits at regular intervals should be made to analyse what is happening and to assist Bob where needed. Of course the visits and program direction from this point on should be the sole responsibility of Shirley Lacy

MASSACHUSETTS LAW REFORM INSTITUTE
80 BOYLSTON STREET
BOSTON, MASSACHUSETTS 02116
AREA CODE 617
482-0890

August 20, 1969

Mr. Robert Jackson
Neighborhood Action Institute
1700 Adams Street
Gary, Indiana

Dear Mr. Jackson:

I spoke today with Curtis Mial of the NTL. I had heard of the Bethel program for people concerned with social change and community organization - and that Gary was running an important program of its own. Mr. Mial suggested that you were the person who would know most about both.

I am doing a project for the Massachusetts Law Reform Institute, and the Citizens Housing and Planning Association. The project has two related parts. First: how to make public officials more responsive to poor people. Second: how to restructure Boston city government, on a decentralized basis, in order to encourage citizen participation in politics and re-establish community self-determination. The Law Reform Institute helps pass many laws useful to the poor, but finds that legal change is often worthless unless those who administer it and those who it effects also change. Citizens Housing and Planning realizes that simple structural change in government is hardly going to answer such problems as getting Boston's racist Irish to come to any understanding with Roxbury's Black community, or for people within a community to clarify the objectives of individuals and groups. As a partial method to solve some of these problems, I would like to try such T-group and encounter techniques as conflict simulation and role reversals. I have lots of ideas and very little experience in the fields of social change and community organization, or in the application of encounter techniques to practical problems.

I would therefore be grateful if you would share some of your experience with me. Could you write to me concerning your objectives; your methods; your results? It would be very helpful.

Thank you.

Sincerely,

Barry Dym

Barry Dym

BD:jlh

WACAPI

WICHITA AREA COMMUNITY ACTION PROGRAM, INC. "ECONOMIC OPPORTUNITY FOR WICHITANS"
1102 WEST DOUGLAS WICHITA, KANSAS 67203 PHONE AREA 316 267-0387

August 20, 1969

Dear Bob,

This letter is to confirm our telephone conversation yesterday in which you expressed your interest in coming to Wichita and making application on behalf of SEDFRE for the consultant contract to be awarded by the Model Cities-WACAPI Training and Technical Assistance Policy Advisory Committee.

As I explained to you, your trip to Wichita must be made at your expense and entails no obligation on the part of the Policy Advisory Committee, Model Cities or the WACAPI agency.

I have made arrangements for you to be interviewed by the Policy Advisory Committee and present you plans on Friday evening, August 22nd. We will be happy to give you any information and assistance you might need in order to prepare your presentation.

Sincerely,

Dorothy Hammond

Dorothy Hammond,
Training Department

DH:san

Mr. Robert Jackson
1720 West 5th Avenue
Gary, Indiana 46404

MEMORANDUM

August 21, 1969

To: Staff

From: Marvin Rich

Bob — Please try
Marv

As you know Ronnie and I are preparing a book about SEDFRE and its training methods.

We hope it will be useful and perhaps profitable. Joe Michaels of NBC is doing the basic work of preparation and he needs your help. There are certain things that he needs that can be on tape if that is easier for you, or that can be typed out. Whichever is the case make your responses as detailed as possible, we can always take things out.

This is what I would like you to do. Please give us something about yourself, things like where you were born, what your parents did, your education -- not just what schools in what town you attended but also what happened to you in those schools, how you first became involved in the movement --was it an incident that happened to you? Something you saw? Your parents? What? What brought you to SEDFRE?

Then, please answer the following questions:

1. Your most recent exercises and the experiences involved in them. Start with how it began, tell about the need which brought it about, who attended, your knowledge of the people and impressions of them, what happened? What was said by them? By you? What do you suspect will be the results in terms of the growth of the individual and in the changed operation of the organization. The personal details are needed for the book.

2. In as much detail as possible your most interesting training experiences.

3. Your most successful experience, here you should be able to indicate improvements in the organizations you were working with.

4. What you personally have gained or lost from your association with SEDFRE.

The more of this kind of material you can provide us with and the quicker you can do it, the sooner we can actually get the book out. I think it can be very useful for SEDFRE. I know I am a pain in the rear.

Cordially

Marv

Neighborhood Action Institute of the Scholarship, Education and Defense Fund for Racial Equality

August 25, 1969

Mr. Marvin Rich, President
Scholarship, Education and Defense
Fund for Racial Equality
164 Madison Avenue
New York, New York 10016

Dear Marvin:

Your memo dated August 19th, regarding expense policy was very helpful in dealing with the finances of NAI of SEDFRE. However, I hope it is not intended to be, nor do I think it should be, a substitute for the National Office taking over all of the books.

I hope that you will keep a fire on the attorneys who are checking this out; for needless to say, it is of grave importance to us.

Regarding the Metro Corps/Model Cities contract, there is a meeting scheduled for tomorrow, August 26th, at 2:00 p.m. with the Directors of both Programs and myself, to talk about a time table of implementation for the Program.

Each Program has selected five (5) persons to make up its training/planning board, which will be the citizens' governing board for the Program. I will let you know the results.

Sincerely,

Bob Jackson

BJ:cym

cc: Ronnie Moore
Shirley Lacy

of the Scholarship, Education and Defense Fund for Racial Equality

August 25, 1969

Mr. Ken Carpenter
Personnel Department
Inland Steel Corporation
3210 Watling Street
East Chicago, Indiana 46312

Dear Mr. Carpenter:

This is a tentative design of a possible training session we could run with the trainees in the "Lem Carter Project."

I am late with the design only because I have been out of town for a month since our conference.

The training program would have the following objectives:

I. To teach importance of work
II. The importance of teamwork
III. The employee's responsibility to the employer
IV. The employer's responsibility to the employee
V. Importance of good working habits
VI.

A typical training session would be as follows:

A. Introduction of the trainees to NAI (this will tell who we are).
B. Discussion - Why did you want to work for Inland Steel, other than money?
C. Five Squares - (This is an exercise that teaches teamwork and togetherness with teams working together with no talking).

D. Attitude Explorations - (This is an exercise that lists twelve aspects of work and their performance. The participants are to rank each one of them in order of their importance). This is followed by discussion.
E. Evaluation - (The participants would evaluate what they learned and the value of the training session to them).

This is an example of the type of bi-monthly sessions I have in mind to assist the Project. I would enjoy your reaction to the above.

I look forward to working with you.

Sincerely,

Bob Jackson

BJ:cym

Neighborhood Action Institute of the Scholarship, Education and Defense Fund for Racial Equality

August 25, 1969

Mr. Marvin Rich, President
Scholarship, Education and Defense
Fund for Racial Equality
164 Madison Avenue
New York, New York 10016

Dear Marvin:

Your memo dated August 19th, regarding expense policy was very helpful in dealing with the finances of NAI of SEDFRE. However, I hope it is not intended to be, nor do I think it should be, a substitute for the National Office taking over all of the books.

I hope that you will keep a fire on the attorneys who are checking this out; for needless to say, it is of grave importance to us.

Regarding the Metro Corps/Model Cities contract, there is a meeting scheduled for tomorrow, August 26th, at 2:00 p.m. with the Directors of both Programs and myself, to talk about a time table of implementation for the Program.

Each Program has selected five (5) persons to make up its training/planning board, which will be the citizens' governing board for the Program. I will let you know the results.

Sincerely,

Bob Jackson

BJ:cym

cc: Ronnie Moore
Shirley Lacy

of the Scholarship, Education and Defense Fund for Racial Equality

August 25, 1969

Mr. Don Klien
NTL of Applied Behavioral
Science Institute
1201 16th Street, N.W.
Washington, D. C. 20036

Dear Don:

This is the first opportunity to correspond with you since my reentery into the "real" world. It was a pleasure working with you at Bethel, for it gave me an opportunity to really know you.

In regards to the $320.00 balance of my fee at Bethel, in discussing the co-training experiences with SEDFRE, it was decided that NTL should bill SEDFRE for the $320.00 rather then the co-training to be done by me.

I have heard from George Jones, Harry Peterson and Dorothy Hammond as well as Maureen Smith, so the spirit of Bethel lives on. I am glad to have been a part of it. I hope that we may maintain contact. Keep the Faith.

Sincerely,

Bob Jackson

BJ:cym

of the Scholarship, Education and Defense Fund for Racial Equality

August 25, 1969

Mrs. Dorothy Hammond
Wichita Area Community Action
Program, Inc.
1102 West Douglas
Wichita, Kansas 67203

Dee,

This letter is to thank you for providing SEDFRE with the opportunity of visiting Wichita. It was good to know that you have kept us in mind and felt that we could be of service to Wichita.

Whether we secure the training contract or not, I feel that our visit has been an asset to both Wichita and SEDFRE.

I received a letter from George and was glad to hear from him.

Thanks for all of your help while I was there. Give my regards to Brother Dan and I look forward to seeing you in Kansas City in November if not before.

If there is anything I can do to assist you, don't hesitate to contact me.

Sincerely,

Bob Jackson

BJ:cym

of the Scholarship, Education and Defense Fund for Racial Equality

August 25, 1969

Mr. Barry Dym
Massachusetts Law Reform Institute
80 Boylston Street
Boston, Massachusetts 02116

Dear Mr. Dym:

I received your letter today and was very glad to know that Curt had recommended me.

It is my desire to assist you in whatever manner I can, however, I found your letter to be quite general in terms of specifics regarding my objectives, methods and results.

I would find it much more helpful if you gave me an indication of a specific program you are engaged, what you have tried to do in the past and its results. This would help me to be more definite in my recommendations.

Looking forward to hearing from you.

Sincerely,

Bob Jackson

BJ:cym

of the Scholarship, Education and Defense Fund for Racial Equality

August 25, 1969

Mr. George W. Jones
National Education Association
Project Urban
1201 16th Street, N.W.
Washington, D. C. 20036

Dear George:

It was beautiful hearing from you and receiving the booklet "Schools of the Urban Crisis." I really felt good hearing from you and I hope you are back in the groove. I have been busy since reentering into the "real" world.

I was in Wichita last week with Dorothy to talk about the possibility of SEDFRE doing some training there. It was good seeing her and reliving memories of Bethel.

I hope you and your family are well and will continue to keep in touch.

If there is any way that I can be of assistance, don't hesitate to contact me. Keep the Faith.

Sincerely,

Bob Jackson

BJ:cym

of the Scholarship, Education and Defense Fund for Racial Equality

August 25, 1969

Mr. Harry Peterson
University of Wisconsin-Green Bay
1567 Deckner Avenue
Green Bay, Wisconsin 54302

Dear Harry:

I want to began for thanking you for your correspondence since our departure from Bethel. I am glad that you have kept us ib mind.

I also want to thank you at this time, for recommending my name for possible training with the students from the Universfty of Wisconsin.

If there is anything I can do to assist you, don't hesitate to contact me.

Looking forward to seeing you in Kansas City in November.

Sincerely,

Bob Jackson

BJ:cym

PLEASE POST!

GARY CONCENTRATED EMPLOYMENT PROGRAM

INTER-OFFICE MEMORANDUM

Date August 26, 1969

TO ALL CEP PERSONNEL

FROM BENJAMIN T. LUNA

TITLE

TITLE DEPUTY DIRECTOR

SUBJECT FULL STAFF MEETING

There will be a full staff meeting Wednesday, August 27, 1969, at 4:30 p.m. in the City Hall Council Chambers, 401 Broadway, Gary, Indiana.

All staff, enrollees, and subcontractors are requested to be in attendance.

Benjamin T. Luna

Benjamin T. Luna
Deputy Director

BTL: mj

[Pm Aug 28, 1967]

Dear Sir,

I worked in Gary, Indiana, in the ghetto area as a college student summer worker. I was sponsored in the settlement house where I worked by the Methodist Church.

One of the highlights of my summer was a Set Free Session, where my own self awareness + my awareness of black problems became more acute. It was quite a sensitivity session due to the expert handling of the group leaders! I thought you should know of their success!

PEACE,
Val Peters

[OXFORD, OHIO]

Neighborhood Action Institute

1700 ADAMS STREET
GARY, INDIANA 46407
PHONE 885-4316

BOB JACKSON
DIRECTOR

August 28, 1969

Dear

Please be advised that you have been selected to be on the Board of the Model Cities/Metro Corps proposal.

There will be a meeting of all Board members on Thursday, September 4, 1969 at 7:00 p.m. at the Gary Neighborhood House, 1700 Adams Street, Gary, at which time the purpose of the program will be explained to you in detail as well as your responsibilities as a Board member.

Looking forward to meeting you on the above mentioned date and hope that we can continue working together for the welfare of our Community.

Sincerely,

Bob Jackson,
Director

BJ:cym

MASSACHUSETTS LAW REFORM INSTITUTE
80 BOYLSTON STREET
BOSTON, MASSACHUSETTS 02116
AREA CODE 617
482-0890

August 28, 1969

Mr. Robert Jackson
Neighborhood Action Institute
1700 Adams Street
Gary, Indiana 46407

Dear Bob:

Thank you for your interest in my project. I can understand your difficulty with my letter. It was vague, however, because I have just begun my job, and because I am still searching around for a specific program to focus my energies on. In fact, one of the main reasons I wrote to you was that I hoped you might have some suggestions.

Let me explain. I am working for the Massachusetts Law Reform Institute, which was established by an OEO grant to find test cases and draft legislation to protect the rights of poor people. The Institute has been so successful - it pushed through 11 important laws this year - that OEO allocated more money and said, in essence, "do something new." I have been hired to do that - to explore some extra-legal ways, or ways related to legal reform to make city and state officials more responsive to poor people. The definition of my task is as vague as that.

Yesterday I spoke to Barry Oshry, Hal Kellner and Jane Moosbruker, whom I believe you know. We laid some tentative plans for collaborative effort.

We thought, for example, of bringing together residents of Roxbury (black) and South Boston (Irish - white and openly racist) along with officials from a service organization, such as the Boston Housing Authority, and some local politicians in an NTL-type laboratory. They would gather to discuss a common issue, for which concrete social action can emerge as the fruit of the workshop. It would be an issue on which Roxbury and South Boston residents have a common interest or a common gripe. I suspect that at first racial antagonism would blur common ground, but that eventually the groups could learn to distinguish between personal and ideological or political issues. I would hope that each group could better define for itself its political objectives and perhaps even decide upon grounds for common action. At the same time, politicians and bureaucrats might be shaken up enough by T-group discussion, role-reversals and situation simulation that they would be more responsive - perhaps even personally involved - in whatever action project emerges from the conference. I do not mean to suggest that I expect instant transformations and euphoric reconciliations between black and white, poor and wealthy. I do, however hope to develop a model through which various warring groups can establish a meaningful dialogue and the possibility of concerted action by poor people for radical reform. The groups might, for example, be organized around the demands of tenant councils, welfare rights organization, housing and relocation, school policy or police activity. Since I don't have much in the way of financial resources as yet, I hope to do a pilot project in one of these areas, so that I can suggest to Boston that they expand the type of programs we are interested in. I personally feel that one brief workshop can only be a slight beginning, and ideally would like to see a series of workshops, throughout the city and throughout each year, to help people deal with problems of poverty and social action, for which they now seem so ill equipped. As you seem to have experience in such programs - we might be interested equally in workshops within one community rather than between communities - I would appreciate your suggestions about what we should try and how we should do it.

A second part of my project is to draw up a model of neighborhood organization, self-determination, and social action. On this, too, you might be able to offer suggestions. Could you let me know about the organization, activities and goals of the Neighborhood Action Institute, and what relation, if any, it has to the Gary city government?

I hope I have made my interests clearer, and I am certainly looking forward to hearing from you again. Even the little that I know - second-hand - of you and your work makes me certain that your advise will be invaluable to our efforts in Boston.

Sincerely,

Barry Dym

Barry Dym

BD:ac

of the Scholarship, Education and Defense Fund for Racial Equality

August 29, 1969

Mrs. Shirley Lacy
Leadership Development Director
Scholarship, Education and Defense
  Fund for Racial Equality
164 Madison Avenue
New York, New York 10016

Dear Shirley:

Enclosed please find training schedule for the month of September. There was no schedule for the month of August since it was very slow and the staff was doing community organizing and working with CEP's Center Council members.

Also, enclosed please find Bob's expense report for August. If additional information is needed he'll be happy to supply same.

Sincerely,

Carmen Moreno,
Secretary to Robert W. Jackson

CM:cym

John A. Young
1306 Magnolia Ave.
Frankfort, Indiana
46041

September 1, 1969

SEDFRE
164 Madison Ave.
New York, N.Y.

Dear Sirs:

This summer I had the opportunity to attend a training session given by the Neighborhood Action Institute of Gary, Indiana. It came at the end of eight weeks of work in the Stewart Settlement House and proved itself a very worhtwhile closing.

The idea is very good and effective. Each of the members of the work-study project that I was with felt that it gave much more meaning to their summer. Also, it was felt that a training session at the beginning and middle of the summer would have made the project more worthwhile both to the students and to the community.

For racial equality and a more effective program I feel that the trainers should work in Black-White teams. I know that I felt a little uneasy going into the session with all Black trainers. I didn't really trust them and felt that they didn't really trust me. This lack of trust interfered with the other norms of openness, honesty, risk-taking, support, feedback, and free expression. I felt that there was no one present who was strong enough to provide adequate support for the risk-taking involved. I knew that I was reluctant to take the risks and felt that the others from my group would be as reluctant to provide support. All these factors taken together make the program much less than its valuable potenial.

Also, I agree with the policy of going only where asked because it increases the probability of having some success. The organization must have some openness and willingness to become more aware of Blacks and the racial situation. I feel, however, that more of an effort to make it known that the program is available is necessary. We had no knowledge of its availability until someone in another agency mentioned it.

Thank you for your part in making this program available. I hope you will continue and expand the training program.

Sincerely,

John A. Young

MSS
546

SEDFRE

NEIGHBORHOOD ACTION INSTITUTE, GARY INDIANA
GENERAL CORRESPONDENCE, SEPT 1969 - 1970

Box 24
Folder 8

State Historical Society of Wisconsin

Please Retain Original Order

TO: Board Members of the Model Cities/Metro Corps proposal

FROM: Bob Jackson, Director
Neighborhood Action Institute

RE: Change in meeting

Please be advised that the first meeting of the Board members of the Model Cities/ Metro Corps proposal has been changed from September 4th to September 9th, Tuesday at 7:00 p.m. at the Gary Neighborhood House, 1700 Adams Street, Gary.

VISTA Volunteers located in
Gary Neighborhood House

September 2, 1969

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Fred Minor and Hector Lopez

RE: Training session with VISTA volunteers

The Neighborhood Action Institute provided training for some VISTA volunteers on August 29, 1969. The objectives of this training were: (1) Black awareness; (2) Awareness of their jobs in the Black community; and (3) Working with one another.

The session was held at the Gary Neighborhood House, 1700 Adams St.,Gary and commenced at 2:00 p.m.

There were a total of five, White males present for the session and all are to work in the Black Community for one (1) year.

They showed quite a bit of interest in this type of training and they also thought it was very beneficial. They expressed some feeling for more follow-up session as soon as they are free from their job to have another one.

VISTA Volunteers located in
Gary Neighborhood House

September 2, 1969

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Fred Minor and Hector López

RE: Training session with VISTA volunteers

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They showed quite a bit of interest in this type of training and they also thought it was very beneficial. They expressed some feeling for more follow-up session as soon as they are free from their job to have another one.

Training session with VISTA volunteers in Gary, Indiana

August 29, 1969

OBJECTIVES:

1. Black Awareness
2. Job Awareness

2:00 - 2:15 p.m.	Introduction of NAI?SEDFRE
2:15 - 2:30 p.m.	Black Awareness Test
2:30 - 2:45 p.m.	Norms
2:45 - 4:30 p.m.	Lecture: (Johari's Window) 1. Things I like about myself 2. Things I dislike about myself 3. How do I see Black people 4. How do Black people see me
4:30 - 4:45 p.m.	How to Follow Instructions
4:45 - 5:00 p.m.	Evaluation:
	Method: Written and verbal

COPY

September 5, 1969

Mr. Wallace White, Director
Concentrated Employment Program
738 Broadway
Gary, Indiana 46402

Wally,

I would like very much to have our training session to be more of a real part of your operation during this contract period. During the first period there were problems for NAI in regards to becoming operational. Those problems have been resolved, and we were able to do some concrete training with some of the CEP staff and enrollees. However, much of the past training was done in a state of crisis and was not an integral part of your Program.

This is to express my desire to be an asset to the CEP Program in an organized fashion.

Toward this end, I have talked with Ben and Clarence about having one (1) full day per month with New Career enrollees instead of the 2-hour sessions each week. I also talked with Ben about intergrating our staff training for other staff with the Technical Assistance from A. L. Nellum. If this is done, it will coordinate the training of job performance with training with personal problems.

NAI can make a valuable contribution in dealing with personal relationships among staff. It must not be seen however, as an end in itself; it must be a part of a total program approach which should include job related training.

I feel it would be a step in the right direction if our training were a regular part of your orientation for enrollees. I talked with Mrs. Sylvia Taylor about this approach and found her ideas to be very helpful.

My strong desire is to offer the services of our program to make the Gary CEP the most effective program in the Country for oppressed people.

Look forward to your response. Perhaps we can talk over lunch or something; I really didn't feel the need to be so formal, but I just wanted to let you know my feelings.

COPY

Peace and Power,

Bob

cc Benjamin Luna
Steve Morris
Clarence Hall

CITY OF GARY

Concentrated Employment Program

RICHARD G. HATCHER
Mayor

WALLACE WHITE
Executive Director

BENJAMIN T. LUNA
Deputy Director

ADMINISTRATIVE OFFICES
738 Broadway
Phone 885-0564

NEIGHBORHOOD CENTERS
1620 Broadway
Phone 883-2118

1136 W. 5th Ave.
Phone 883-4157-8-9

601-605 W. 11th Ave.
Phone 883-9681-2-3

TRAINING CENTER
900 Madison St.

JOB CLINIC
400 W. 5th Ave.
Phone 883-4121-2-3

September 5, 1969

Mr. Robert Jackson
Neighborhood Action Institute
1700 Adams Street
Gary, Indiana

Dear Mr. Jackson:

I have reviewed your proposal for FY 70, and found no statement of work.

Please direct the needed material to the Program Services office at 738 Broadway.

If there are any questions please contact me as soon as possible.

Thank you for your prompt attention to this matter.

Sincerely,

Michael LaWell

Michael LaWell,
Acting Sr. Coordinator, P/S

ML:als

THE Gilbert Jonas
COMPANY, INC.

150 EAST 52nd STREET, NEW YORK, N. Y. 10022
(212) HA 1-2120

September 5, 1969

Mr. Joe Boyce
CHICAGO TRIBUNE
435 North Michigan Avenue
Chicago, Illinois

Dear Joe:

It's been a while since the NAACP convention in Jackson but I did want to stay in touch. You missed a supreme moment in Fayette with Charles Evers, though most of us wound up dehydrated from the 115 degree heat and the unrelenting sun.

Anyway, a story has come to my attention which I think might be down your alley. It involves Dick Hatcher and Gary. There is a major operation going on in Gary, under the direction of Robert Jackson, called the Neighborhood Action Institute, which is a local manifestation of SEDFRE (Scholarship, Education and Defense Fund for Racial Equality.) They are working at Hatcher's request to train local community leaders and community groups to articulate effectively their grievances and to organize to obtain municipal remedies. They are working with Negro, Puerto Rican and Mexican American groups in Gary. But they are also working with various white groups to overcome the racial polarization of the community. It's a most effective and needed operation.

And it's part of a national effort conducted by SEDFRE, which has some 30 professional trainers working with Negro rural coops, newly-elected black administrations such as Mayor Evers in Fayette, polarized groups of parents and teachers in New York, scores of welfare rights organizations, the Council of La Raza in the Southwest to train leadership for Mexican Americans, and so forth. They are clearly where the action is and are becoming a prime for sweeping change.

The question then arises as to why I should refer a Gary story to you. Having had a long talk with Bob Jackson recently, I was informed that the Gary daily press is extremely hostile to Negroes generally and has blanked out any reference to the kinds of activities mentioned above. Indeed, the local papers are bent upon removing Hatcher, if possible. Since Chicago is so close to Gary and since the Chicago papers are read widely there, especially among Negroes because of their mistrust of the local papers, I thought there might be a possible story.

Thus, I'm taking the liberty of sending a copy of this letter to Bob Jackson in the hope he'll call you at the TRIBUNE, or you'll call him at (219) 885-4316. I know he'd be glad to come to Chicago to discuss his program and problems with you.

Let me hear from you once in a while. Love to see tear sheets of your Jackson coverage, if you can lay your hands on them.

Best,

Gilbert Jonas

GJ/rh
cc: Bob Jackson

NTL INSTITUTE FOR APPLIED BEHAVIORAL SCIENCE NTL IaBS
ASSOCIATED WITH THE NATIONAL EDUCATION ASSOCIATION • 1201 SIXTEENTH STREET, N.W. • WASHINGTON, D.C. 20036 • (202) 223-9400

September 5, 1969

Mr. Bob Jackson
Director of the Neighborhood
Action Institute
1700 Adam's Street
Gary, Indiana 46407

Dear Bob:

Just a quick note to touch base following the busy and hectic summer. I am interested in how things are moving in Gary and, of course, I am particularly interested in the local community leadership Laboratories. I hope you will send along any current developments.

I am not sure in the rush of things in the early part of the summer that I sent you copies of the MACRO Proposal. Three copies are on the way under separate cover just to make sure you have enough. I will be meeting with Don Klein early this coming week and talking with him about how we can develop the long-desired interaction between SEDFRE and NTL. Will let you know what we come up with.

Hope all goes well.

Cordially,

Curt

H. Curtis Mial, Director
Center for Community Affairs

HCM:am

cc: Don Klein

September 5, 1969

COPY

TO: Mrs. Shirley Lacy

FROM: Bob Jackson

Shirley,

Model Cities-Metro Corps: I think it is important that you come here as soon as possible to interview Don Johnson and anyone else who applies for the Director's job with the Model Cities. Don Johnson is eager and ready if the Committee will appoint him. I think you should talk to him first though.

The Committee has not met yet. They are scheduled to meet at 7:00 p.m. Tuesday, September 9th. I will meet with them for three (3) primary purposes:

A. To explain the program--many were just told that they were selected, but nothing about the program.

B. To talk about what they would want from this program.

C. Set up a method of interviewing for Director and Community Organizers for employment in the program.

It will not be until sometime after Tuesday when they will begin to interview. I will let you know. We can start spending as soon as a director is hired.

It was compromised that we would use a voucher system to get the monies from Metro Corps. There was an uproar at my pressing for SEDFRE to handle the money. The Model Cities Director fears were that the citizens would raise havoc with the funds out of town. The Director of Metro Corps has a personal power problem, so his question was "I am responsible for the money from OEO, how can I check on spending if it's in New York?" My concern was I didn't want the hang-ups I have now with C.E.P. in getting the money when it was needed. I was assured by both that this was no problem. I told them that we would go along, but if there were problems, I wanted SEDFRE to handle the money.

Memphis Workshop: I am available on September 19th-20th to work in Memphis and look forward to working there with Ed.

Wichita: I have referred all of the people I know in Wichita to Ronnie. I think it is essential that he handle any further details regarding that contract.

Vacation: I want to submit a request for a two (2) week vacation beginning November 10th and ending November 24th.

Look forward to hearing from you,

Love,

Bob

COPY

GARY CONCENTRATED EMPLOYMENT PROGRAM

INTER-OFFICE MEMORANDUM

Date September 10, 1969

TO Mr. Robert Jackson

FROM Michael LaWell

TITLE Director, N.A.I.

TITLE Acting Sr. Coordinator, P/S

SUBJECT Federal Review Team Visit

This is to inform you that a Federal Review Team of the Department of Labor, will be visiting Gary CEP on September 15 and 16, 1969.

There is a possibility that your facility may be visited at some time during those two days.

You will be advised as to the date and time of these visits as soon as we know.

Michael LaWell

Michael LaWell

THE Gilbert Jonas
COMPANY, INC.

150 EAST 52nd STREET, NEW YORK, N. Y. 10022
(212) HA 1-2120

September 10, 1969

Mr. Donald Janson
2207 Delancey Street
Philadelphia, Pennsylvania

Dear Don:

Even though I keep missing you from place to place (e.g. the Democratic Convention last year), I feel that I'm partially in touch via your by-line in the Times. Your "jurisdiction" is pretty broad these days, and even though you have just moved to Philadelphia, I figured that neighboring Gary is not too remote for a story.

A rather good one has come to my attention which, I think, might be down your alley. It relates to the work and problems of Mayor Hatcher. There is a major operation going on in Gary, under the direction of Robert Jackson, called the Neighborhood Action Institute, which is a local manifestation of SEDFRE (Scholarship, Education and Defense Fund for Racial Equality.) They are working at Hatcher's request to train local community leaders and community groups to articulate effectively their grievances and to organize to obtain municipal remedies. They are working with Negro, Puerto Rican and Mexican American groups in Gary. But they are also working with various white groups to overcome the racial polarization of the community. It's a most effective and needed operation.

And it's part of a national effort conducted by SEDFRE, which has some 30 professional trainers working with Negro rural coops, newly-elected black administrations such as Mayor Evers in Fayette, polarized groups of parents and teachers in New York, scores of welfare rights organizations, the Council of La Raza in the Southwest to train leadership for Mexican Americans, and so forth. They are clearly where the action is and are becoming a prime agent for sweeping change.

Thus, I'm taking the liberty of sending a copy of this letter to Bob Jackson in the hope that you two can get together. His number is (219) 885-4316 and I know he'd be glad to discuss his program and problems with you.

Hope to cross paths before long.

Best,

Gilbert Jonas

GJ/rh
cc: Bob Jackson

INTERNATIONAL PUBLIC RELATIONS ● PROGRAM DEVELOPMENT ● RESEARCH

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN
2401 VIRGINIA AVENUE, N.W.
WASHINGTON, D. C. 20037

Dear Bob,

The promise to send the materials from the studies group on women provides a reason for forcing myself to face up to my dislike for letter writing.

Washington has been quiet during the summer but the usual chaos is apparent — The City Council was double-crossed by Congress in the freeway-subway debate; UPO has another new director who says that he accepted the job out of his interest in the community (the $11,000 salary increase has nothing to do with it), Friendship House is without an Executive Director, and so it goes.

I thought of you often as we read about the striking firemen and the problems of Gary. Hope things are under control now and the Mayor is building a strong support base.

Bob, I want to thank you for all the things I learned from you and for the support you provided in a time of need. You really are a beautiful person.

Hope that our paths will cross again sometime even though it would have to be within the straight line you drew for your life. —

Shirley McCune

CITY OF GARY

Concentrated Employment Program

RICHARD G. HATCHER
Mayor

WALLACE WHITE
Executive Director

BENJAMIN T. LUNA
Deputy Director

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900 Madison St.

JOB CLINIC
400 W. 5th Ave.
Phone 883-4121-2-3

September 11, 1969

Mr. Robert Jackson
Neighborhood Action Institute
1700 Adams
Gary, Indiana

Dear Mr. Jackson:

In accordance with authorization received from the Regional Office of the U.S. Department of Labor, we are extending your CEP contract for the period August 31, 1969 to October 31, 1969.

A meeting for all CEP Subcontractors will be held on Thursday, September 18, 1969 at 10:00 A.M. at 738 Broadway in the Conference Room.

The effective date of this letter is September 1, 1969.

Sincerely,

Wallace White
Executive Director

WW:eb

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION
219 SOUTH DEARBORN STREET

CHICAGO, ILLINOIS 60604

September 11, 1969

TO: All CEP-MARs

Barnett Larks, Chicago
Harry Thomas, Cincinnati
P. J. Columbro, Cleveland
Preston Hoggard, Columbus
Fred Jones, Dayton
Frances Barrows, Petoskey
William Spehar, Duluth
Lorin J. Van Horn, East St. Louis
✓ William Carpenter, Gary
Willett S. Main, Milwaukee
Dorse T. Conley, Detroit
Harold Stanley, Detroit Lakes
William J. Biermann, Madison
Fred Heinz, Minneapolis
William J. Wade, Toledo

FROM: Lewis F. Nicolini
Regional Manpower Administrator

SUBJECT: CEP Subcontracts

The attached guideline for completion of CEP subcontracts was prepared to assist with our September 10, 1969 training conference on the above subject. We feel that, although this guideline may not be as complete as we would like, it is beneficial and should be used in the development of all CEP subcontracts.

Please retain one copy and forward one copy to the CEP sponsor.

Attachment

SUGGESTED CEP SUBCONTRACT CONTENTS

I. Contents

A. Pre-printed Subcontract
B. Statement of Work
C. Budget

II. Description of Contents

A. Pre-printed Subcontract

1. Pre-printed form identified as "Subcontract No. CEP ________." The number assigned by the sponsor to the subcontract should be filled in. An example is: CEP 9612-01 or CEP 9614-02.

2. The cover sheet should be retyped, filling in appropriate blanks.

3. Blanks on pages 1 and 2 must be filled in with accurate dates.

4. Appropriate signatures should be completed on page 7. In addition, the following should be added at the bottom of the page:

____
Signature and Date
Department of Labor Contracting
Officer

5. Pages 8 and 9 should not be used, as a complete form MA 732 must be used for budgeting.

B. Statement of Work

1. Describe overall program objectives, specific goals and priorities.

2. Describe overall basic strategies and approaches to be utilized.

3. Describe the overall basic administrative machinery that will be established to implement the program.

4. Describe program scheduling and/or phasing. A chart should be prepared to show planned enrollee intake and flow through the program. (This chart must agree with what is shown in the total contract.)

5. Prepare a staff organization chart which will include all staff (subcontractor, sponsor or cooperating agency) that will be involved in fulfilling the subcontract. Lines of authority and responsibility must be clearly defined.

6. Staff job descriptions must be included for all staff working on the subcontract.

7. Describe the methods to be utilized in coordinating the subcontract with the overall CEP and cooperating or coordinating agencies.

8. Describe the operation of each specific subcontract component. For example: outreach, transportation, referral to other services, records to be maintained, reports to be rendered and to whom, employability teams, etc.

   The following are examples of components that should be described in this section:

   a. Intensive Outreach and Recruitment
   b. Central Intake and Registration, Vocational Assessment, and Development of Individual Employability Plans
   c. Intensive Job Orientation
   d. Provision of Medical, Social and other Supportive Services
   e. Provision of Basic and Vocational Education, Employment Experience, and Work Training
   f. Job Development and Placement Services, including the assignment of this function to a specific person
   g. Post-Training and Post-Employment follow-up
   h. Participation of Business Community
   i. Intake and Orientation Center
   j. An item of major importance is the record-keeping and reporting requirements. Procedures to be followed in maintaining records and reporting are to be described in detail--especially when the Central Records Unit operation is to be included in the subcontract.

9. Any other information that is available to support and/or clarify the work to be performed should be included.

C. Budget

1. Form MA 732 is to be used for budgeting purposes.

2. This form must be completed in detail for all subcontracts.

3. Items requiring specific attention are as follows:

a. Identification of the subcontractor by official name and a clear, concise statement of the subcontract mission.
b. It is recommended that the dollar amounts be "rounded off" to the nearest $10.00 when bringing figures forward from the back-up to the Budget.
c. All blanks and blocks which require information and/or explanation are significant and important--when there is a requirement that something be specified, it must be specified.

D. Certain exceptions to the above detailed subcontract will be allowed. Letters of agreement will be accepted when a letter of agreement can reflect the following information:

1. The services to be rendered

2. Period of performance

3. Costs to be reimbursed, supported by detailed budget and back-up

Some examples of those from whom letters of agreement would be acceptable are:

1. Doctor

2. Dentist

Questions that must be answered on all subcontracts are:

1. What is to be done?

2. When is it to be done?

3. Where is it to be done?

4. How is it to be done?

5. Who is to do it?

All of the above must be specific and in sufficient detail to permit accurate measurement of performance.

NEIGHBORHOOD ACTION INSTITUTE

INTER-OFFICE MEMORANDUM

TO: Mr. Wallace White, Director, Gary C.E.P.

FROM: Mr. Bob Jackson

SUBJECT: Training Schedule

This is a follow-up schedule to my letter suggesting that NAI training become a portion of the ongoing CEP Program. It is in this interest that the following schedule is submitted:

I. Training of Center Staff

Staff members of each center will attend training workshop in sensitivity training with NAI bi-monthly on Monday, Wednesday and Friday. The time would be from 2:00 p.m. to 5:00 p.m., at the rate of six (6) hours per month. The schedule should be as follows, begining Monday, September 15th.

~~[illegible]~~

A. Center A - Monday September 15
" 29
October 13
" 27
November 10
" 24
December 8
" 22
January 5
" 19

B. Center B - ~~Wednesdays~~ Tuesday
September ~~17~~ 16
~~October~~ ~~1~~ 30
October ~~15~~ 14
" ~~29~~ 28
November ~~12~~ 11
" ~~26~~ 25
December ~~10~~ 9
" ~~24~~ 23
January ~~7~~ 6
" ~~21~~ 20

- At the Center

Inter-Office Memorandum
Mr. Wallace White
September 10, 1969

C. Center C - Fridays

	September	19
	October	10
	"	24
	November	7
	"	21
	December	5
	"	19
1970	January	2
	"	16
	"	30

II. In addition, the staff and enrollees of the New Careers Program should spend one full day per month in training workshop with NAI for Leadership Development and Sensitivity. The day should be authorized by the New Careers director.

Second w/Hall

III. The NAI training should be an integral part of the orientation of new enrollees to begin to work with them on interpersonal and interprogrammatic problems. This should be authorized by the Executive Director

Wed -
Oct - 1~~5~~
Nov - ~~19~~ 5
Dec - 10
JAN - 14

IV. The administrative staff at 738 Broadway should attend one-half day session per month with NAI to foster strong interpersonal and programmatic committment. This should be authorized by the Executive Director.

Sept 24
1st @ GNH

V. NAI will continue to provide Administrative Assistance to the Center Council. The staff members of NAI will maintain contact with the Center Directors and provide Leadership Development training to the Center Councils and to other community groups that desire such training.

— Will Set-up
Thursdays Process
Main Stream
2-5
Oct - 9
23
Nov - 6
20
Dec - 4
18
JAN 8
22

Thurs - Mainstream
25 2^{00} - 5^{00}
everyother

MEETING WITH JIM GIBSON, POTOMAC INSTITUTE

NAI

TO: Marvin Rich

15 September 1969

I met with Jim to obtain his views on the original purpose and direction of NAI and to discuss future projections as to where the Institute should go. Jim felt that he had been somewhat remiss in not staying as close to the Gary situation as he would have liked. He recognized that SEDFRE had been just about the only support that Bob Jackson has had and that given Bob's talents and growth potential, NAI could and should become a much more viable community-oriented type of operation than it presently is. Jim was very positive about seeing NAI as a catalystic agent around which community change could take place. Moreover, he sees NAI as the vehicle for bringing together certain segments of the Black, white and brown communities. To achieve this, he feels that it may be necessary to set up within the NAI framework, the type of diversified staff that can relate to these various segments on a prolonged basis. This would mean the development of a network to maintain closer contact with groups like the League of Women Voters, the Jewish womens' organizations, the Catholic and Mexican-American organizations in both the public (agency) and private sectors. He cited the health training contract with Purdue University and the income maintenance grant from the Department of Labor as examples of the kind of impact NAI might have once it achieves its status in Gary. He does not see NAI as a source of help only to Mayor Hatcher but as the key organization in Gary geared to work at all levels of community life. However, he feels that Gary must be our highest priority in this region and that we should not undercut it by attempting to use Bob Jackson in non-Gary related programs. Jim felt that this was not the time to consider a withdrawal of support to NAI if efforts are to be made to secure foundation support for NAI. He suggested the following guidelines:

1. Efforts must be made to fill out the financial base which NAI needs if it is to continue. Jim indicated that there are certain foundations in the mid-west region such as Cummings which although basically conservative, are interested in urban problems and community change.

2. There is a need to build up a political education component which will ultimately serve Mayor Hatcher's political agenda. This should be done in conjunction with training precinct workers in voter education, registration, campaign techniques, etc. It should not become a political activist arm for Hatcher because of funding problems

3. Reinforcement of Bob's efforts with the hiring of the type of staff that will supplement and complement those areas where he is still growing.

Jim felt that Gary was important to SEDFRE in our attempts to raise other money for program. He said that he has been able, at Potomac, to point to this as SEDFRE's in-depth effort to bring about change as opposed to the one-shot training approach. He was not critical of training but felt that it was important to be able to demonstrate some work and experience in the area of community development.

Bob needs help in developing a program for the Institute and with this in mind Jim would like to meet with Ronnie, Bob, Art Naparstack and me toward the end of next week. The purpose of such a meeting will be to hammer out the how's and what for's in Gary.

Shirley M. Lacy

Report on:

THE INSTITUTE FOR BLACK ELECTED OFFICIALS
(IBEO)

Washington Hilton Hotel
Washington, D.C.

September 11 - 14, 1969

In attempting to report on what took place at this four-day meeting, one has only to read the newspaper accounts to realize that very little of substance was actually achieved. From the very beginning, it was obvious that this was a "Sutton-Dymally thing" designed to project the images of these two men nationally and to clearly establish them as the key Black political leaders. The response of the mid-west where we have the greatest concentration of higher level Black elected officials was to organize a Black caucus friendly to, but separate from IBEO.

While the MARC staff worked hard to produce a meeting that would draw national attention, many officials publicly and privately complained about the lack of time allotted for participant discussion, the tightly structured agenda, the failure of the government panelists to provide concrete data or answers that they could take back home and the vagueness of the Nixon men about "new" federal programs and their implementation.

So numerous were the panelists and resource persons and so lengthy were their speeches that when it came time for the participants to raise questions (which also took the form of speechifying) the session found itself completely out of time. All of the sessions were conducted in the format of large and small forums and although they did not always commence on time, most of them ended with participants standing before a mike and being cut off. A copy of the agenda is attached.

On the positive side, IBEO did accomplish the following:

1. Developed an up-to-date roster of Black elected officials

2. Brought together at least 200 Black elected officials who were able to begin to identify with each other through the caucus technique, i.e. Black lawyers; educators; aggressive legislators versus conservatives

3. Provided direct contact with government personnel implanted in hospitality rooms available, if not particularly well-informed, to speak with conferees throughout the entire Institute

4. Created an opportunity for Black elected officials to let the Nixon Administration know how they felt (which finally had to concede was of little importance to Mr. Nixon)

5. Permitted all participants access to more government publication than any of them could have been reasonably expected to carry home.

6. Initiated the formation of a National Center for Black Politics to directly service Black elected officials with the exchange of information on legislative tactics, strategies, campaign methods, local problems, etc. Temporarily based in Chicago, a projected budget of $30,000 will have be raised from among the contacts of Black elected officials. Membership is to be open to all Black elected officials holding public office.

Some of the questions raised by the participants which went unanswered were:

1. Why can't there be an office of minority Economic Development set up in the office of the Presidency with a Black man named as a special assistant?

2. How can we get more Blacks at the decision-making level?

3. How can we get federal monies to pay carpenters to build houses?

4. When cities come up with their share of financial resources, how can we get federal matching funds?

5. How can we get through the maze of bureaucracy?

6. How can we get Black federal staff to come directly into local communities?

7. How many cities have had to use the Green Amendment to allow local governments to take over?

8. How can Black elected officials achieve veto power over locally administered programs?

9. What can be done to force the administration to put the money where the problems are?

10. Why is nothing being done about rural areas?

11. If there is another national meeting of this type, why can't we deal with the question of how to organize for Black political power i.e. methods and techniques of voter registration, campaigning, development and passage of legislation favorable to the Black community?

12. How can Black elected officials effectively assume the duties of office?

13. How can we begin to more directly involve Black youth in political action?

14. How can conferences of this type help with personal and specific problems (Birchers, racist, etc.)

Most of the participants felt that the best thing coming out of IBEO was the Black caucus and the setting of the National Center. Frieda Mitchell of South Carolina has agreed to keep us informed on its progress and development. She has been selected to serve as temporary Treasurer. Assemblyman Arthur Eve of Buffalo is temporary Chairman, and State Senator Charles Chew, Jr. of Chicago is Vice-Chairman and Treasurer.

Shirley M. Lacy

SEDFRE

SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY, INC. ▪ 164 MADISON AVENUE, NEW YORK, N.Y. 10016 ▪ (212) 532-8216

September 15, 1969

Mr. Robert W. Jackson
Director
Neighborhood Action Institute
1700 Adams Street
Gary, Indiana 46407

Dear Bob:

In light of your letter of Spetember 15, 1969 and our recent telephone conversation I would like to make several comments: First of all, as soon as Carmen Moreno is hired as secretary for Model Cities at $5,000 please let me know so that we can reduce her salary at SEDFRE to $2,000. Secondly, since the board of directors of the Model Cities program will hire their staff director, that person will not be a SEDFRE employee and we will not look upon him in that light. It seems to me that you should develop a relationship with him so that SEDFRE can get the contract from Model Cities to sponsor the weekend workshop. That contract should be signed by SEDFRE of New York, and we should be paid directly. How we will go about providing the trainers needed for the workshop will be a bridge we will have to cross when we get to it, but I would like to get the contract signed as soon as possible and the dates for the workshop set up in the very near future.

There are issues that remain unresolved:

1. I shall meet with Curt Mial on Friday, September 26, and will discuss SEDFRE's relationship with NTL and all discussions from that day forward shall be deliberated by Curt and me only.

2. If we are to enter into contracts with the Indiana University at Gary, or the Gary school system, then make it clear with those parties that those contracts will have to be negotiated by me and the contract arrangements will have to be made with national SEDFRE.

3. After January 31, 1970 NAI OF SEDFRE will not be participating in the CEP program other than on a consultant basis, and at that time the negotiating of the CEP contract will be between CEP and national SEDFRE.

contributions are deductible for income tax purposes

▪ *chairman of the board:* Nils Douglas ▪ *chairman of the executive committee:* Andrew E. Norman ▪ *president:* Marvin Rich ▪ *vice presidents:* William S. Ellis, Nannette Sachs ▪ *secretary:* Ezra Levin ▪ *treasurer:* Shelley Appleton ▪ *executive director:* Ronnie Moore ▪ *leadership director:* Shirley Lacy ▪ *legal director:* Carl Rachlin ▪ *technical assistance director:* James Felder ▪ *BOARD OF DIRECTORS:* James Baldwin ▪ Katrina McCormick Barnes ▪ Allen Barton ▪ Jonathan Bingham ▪ Julian Bond ▪ Canon James P. Breeden ▪ Robert Curvin ▪ Charlotte Devree ▪ Robert F. Drinan, S.J. ▪ Michael O. Finkelstein ▪ Doris Freedman ▪ Susan K. Ginsberg ▪ James T. Harris, Jr. ▪ Claude Heckscher ▪ Norman Hill ▪ Arthur Kimmelfield ▪ Dr. Archie Lacey ▪ Jeremy Larner ▪ Joann List Levinson ▪ John Lewis ▪ Leon Modeste ▪ Henry Morganthau, III ▪ Dr. William Stuart Nelson ▪ Edward Norton ▪ Naomi Paley ▪ Richard J. Schwartz ▪ Elaine Slater ▪ Rowland Watts.

490

4. Meanwhile, on the CEP contract I will be waiting for the $884 for staff development, $3,300 in-service training, and $7,500 for consultant services.

Last but not least, before Shirley, you and I sit down with Jim Gibson; and possibly other pertinent parties to discuss the history, present and future, of NAI it is important that I have in my possession a one-year comprehensive program for Shirley, you and ~~I~~ me to discuss.

By the way, in retrospect, I think it is a good idea for you to be on SEDFRE's payroll and not on that of Model cities. Let's keep talking as much as possible by letter, and keep me posted on all the internal and external developments in the Gary situation.

I hate that every time I write you that I've got to deal over and over again with the same issues, but however will we solve them.

Take care.

Sincerely,

Ronnie

Ronnie M. Moore
Executive Director

ldb

SEDFRE

SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY, INC. ▪ 164 MADISON AVENUE, NEW YORK, N.Y. 10016 ▪ (212) 532-8216

September 15, 1969

Robert Jackson, Director
Neighborhood Action Institute
1700 Adams Street
Gary, Indiana

Dear Bob:

The bills I have received from you were the

phone bill	$197.77	$95.00
Stationers	25.64	
3M Business	157.18	$66.00
IBM	66.87	Cep

95
66
66.87
$227.87
reimbursed
to Sedfre

How much of each of these bills should properly be paid by CEP and how much should come out of the NAI pocket? Please let me know immediately since I would like to pay the bills promptly.

Cordially,

Marvin Rich
President

contributions are deductible for income tax purposes

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SEDFRE

SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY, INC. ▪ 164 MADISON AVENUE, NEW YORK, N.Y. 10016 ▪ (212) 532-8216

CEP
1-PM

MEMORANDUM

TO: SPIVER GORDON, ROBERT JACKSON, EDWARD COLE, JAMES MC CAIN

FROM: SHIRLEY M. LACY

RE: PLANNING FOR WORKSHOPS

--15 September 1969

I am sending you a copy of workshop planning guides for Board Members which I have recently developed. As you look it over, you will immediately see that it can be easily modified or adapted for just about any group with which you are working. The purpose of this guide is:

1. to help Board Members or groups focus more clearly on how they function, how they see their problem, what ideas they have before undergoing training
2. to help Board Members or groups more directly relate training to their identified needs
3. to establish in advance of training a definite committment in terms of time from those who are expected to be present at the session

I would appreciate getting some feedback from you as to whether or not this type of material is useful to you in your planning.

tk

contributions are deductible for income tax purpose

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of the Scholarship, Education and Defense Fund for Racial Equaltiy

September 15, 1969

COPY

TO: Ronnie Moore

FROM: Bob Jackson

SUBJECT: Response to memo re: Gary Neighborhood Action Institute of SEDFRE

I. Articles of Incorporation of NAI:

In response to your memo to legally change the name of NAI to NAI of SEDFRE, we were told by Marvin to hold off til SEDFRE lawyers check out the legalities.

II. Contract:

In regard to contract negotiations I am in accord and will follow. Here is my response to the itemized issues.

A. Carmen will be hired as secretary to the Model Cities Program at $5,000.00 with a $2,000.00 supplement from SEDFRE.

B. I have found it to be politically unsound for me to seek the job as director of the Model Cities project. It would be seen here as taking a job from someone else.

I would like the following arrangement to be considered in regard to the Director: that Shirley interviews Don Johnson and whoever else applies for the job if she has the time. If not, she should wait until the Committee hires the Director and then interview him. If he is SEDFRE material in her opinion, he is hired as a staff associate. If he is not, then he just isn't hired by SEDFRE, but administers the program under my direction for the one year.

COPY

C. I really don't understand this trainers training component. If this is seen as a method of fulfilling the Model Cities contract, then I have problems with it. I would first question the expense and problems of:

1. Man hours to set up the structure
2. Man hours to provide the training
3. Identifying potential trainers
4. Possible creation of another "consultant" organization

I don't feel the expense justifies this network for three (3) workshops. From a realistic point of view, I feel it would be better to use whatever SEDFRE staff is available and use other trainers that are selected byyyou, Shirley and myself. We may not gain financially, but we do gain programmatically. The only financial gain would be the consultant fees and that wouldn't be a real gain if we had to train trainers.

Secondly, the NAI, if it is to remain "the" training organization in Gary, must begin to involve other consultants and individuals with training experience. To highlight this, there are two (2) big training contracts developing. One with Indiana University Gary Campus and the other with the Gary School System. There is great competition in getting these contracts even though nothing is specific about programs yet. The school has just been talking about allocating money to work with the inner-city.

Frank Cigon, co-ordinator for I.U., is now very frustrated by all the calls and contacts he has been getting, because it was announced that that money existed, that he isn't talking to anyone else. Therefore, when NAI is mentioned even as SEDFRE, he will only see a local small organization with no resources. I now have a White minister on his "case".

When we talk about SEDFRE, it's exciting, but here, there's only Bob Jackson and three (3) persons. Those trainers you, Shirley and I identify, could serve as a nuclear for our Midwest Network.

You also talked on no NTL participation in this contract, I have no problem with that; but for future projects, it will be necessary to have some White trainers. (i.e. racial polarization) I think it will be important that the Midwest Network have some White trainers. While I agree that no NTL participation is desired, it is important that most White trainers are NTL bred and may maintain some contact with them.

I guess what I am saying is a Midwest Network is important and essential, but it seems more desirable in both time and expense to botain those with training experience.

I will be sending you two (2) items:

1. Consultant schedule
2. One year comprehensive program

My problem with both is the same. It deals with SEDFRE's operational plan for the remainder of the year as it relates to Gary.

On finances, I understood that we would continue to receive $100.00 per month for an "on site fund". Is this correct? If so, we can use it now. I am finding it difficult to operate without funds for supplies. The hundred dollars isn't much, but it helps a lot toward day to day operations.

III. Personal Expenses:

There is no problem with the present personal expense arrangement. The problem was that you and I had agreed upon a different arrangement when I was first hired and I have never received any money for expenses.

In regard to the car rental, I checked that out with Shirley before doing so and told her I would pay for that expense. She agreed, but later found it unworkable. I have taken care of that. I have not used my credit card for anyone else deliberately except when Carmen and I went together, we went as man and wife because it was cheaper. I am satisfied with the SEDFRE expense policy.

IV. Staff Development:

When the CEP money arrive we will send SEDFRE $884.00 to provide staff development training to NAI staff.

COPY

MEETING WITH JIM GIBSON, POTOMAC INSTITUTE

15 September 1969

I met with Jim to obtain his views on the original purpose and direction of NAI and to discuss future projections as to where the Institute should go. Jim felt that he had been somewhat remiss in not staying as close to the Gary situation as he would have liked. He recognized that SEDFRE had been just about the only support that Bob Jackson has had and that given Bob's talents and growth potential, NAI could and should become a much more viable community-oriented type of operation than it presently is. Jim was very positive about seeing NAI as a catalystic agent around which community change could take place. Moreover, he sees NAI as the vehicle for bringing together certain segments of the Black, white and brown communities. To achieve this, he feels that it may be necessary to set up within the NAI framework, the type of diversified staff that can relate to these various segments on a prolonged basis. This would mean the development of a network to maintain closer contact with groups like the League of Women Voters, the Jewish womens' organizations, the Catholic and Mexican-American organizations in both the public (agency) and private sectors. He cited the health training contract with Purdue University and the income maintenance grant from the Department of Labor as examples of the kind of impact NAI might have once it achieves its status in Gary. He does not see NAI as a source of help only to Mayor Hatcher but as the key organization in Gary geared to work at all levels of community life. However, he feels that Gary must be our highest priority in this region and that we should not undercut it by attempting to use Bob Jackson in non-Gary related programs. Jim felt that this was not the time to consider a withdrawal of support to NAI if efforts are to be made to secure foundation support for NAI. He suggested the following guidelines:

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Bob needs help in developing a program for the Institute and with this in mind Jim would like to meet with Ronnie, Bob, Art Naparstack and me toward the end of next week. The purpose of such a meeting will be to hammer out the how's and what for's in Gary.

S. Lacy

September 15, 1969

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Hector Lopez

RE: Training session with CEP - Center "A"

The Neighborhood Action Institute had a training session on the 15th of September at the Neighborhood House with the staff of CEP-Center "A". There were eight (8) participants present. One (1) White, three (3) Latins and four (4) Black. The session started at 2:00 p.m.

We started the session by asking them what they would like to come out of the sessions and after we got some objectives, we led the participants into a T-Group and discussed communications, which was one of the objectives.

Toward the end of the session, we had the Old Lady exercise and then we ended said session at 5:00 p.m.

After the session, the participants expressed that this session would be of help because even though they thought that things were going smooth, they found out in this session that there were a lot of "bumps" to go over, such as, being honest with each other, risk taking, better working relationships, supporting one another, a sense of responsibility and personal problems that might be affecting ones working relationships.

Next training session with Center "A" is scheduled for the 29th day of September, 1969.

METRO CORPS
OF GARY, INCORPORATED
1100 Massachusetts Street
GARY, INDIANA 46402
PHONE 886-3155

September 16, 1969

Mr. Marvin Rich, Director
S.E.D.F.R.E.
164 Madison Avenue
New York, New York 10016

Dear Mr. Rich:

I am writing to inform that I took part in a sensitivity session with the Neighborhood Action Institute in Gary. The help which I received from them was considerable and will be very useful to me in my work as a VISTA Volunteer.

I feel that it is extremely necessary for people working with community groups and people in all the poverty programs to come to grips with themselves and to be human beings so that they can function as a person. I would like to express my thanks to you for providing this opportunity to me.

Sincerely yours,

Dennis M. Ettlin

Dennis M. Ettlin

DME
ce

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: LW Latanza Willis

RE: Training session with CEP's Center "B"
September 17, 1969

NAI provided training for the CEP staff of Center "B". It was held at 605 W. 11th Avenue, Wednesday, September 17, 1969 from 2:00 - 5:00 p.m.

There were 13 participants involved in the session, a ratio of seven (7) women and six (6) men.

The racial make-up and age ranges were as follows: one (1) Latin, one (1) White and 11 Blacks. Their age range were early 40's, late 30's, early 30's early 20's and late 20's
The participants names' are Irene Cunningham, Ana B. Otero, Louise Britton, Carolyn Clark, Mervin T. Cook, Edmond C. Smith, Agnes Brown, Edwin Fisher, Charles Sanders, Walter Dixon, Miss Jeffries, Don Dinnum and Doris Drinkard.

Since this was the first session with the CEP staff of Center "B", we raised the whole question of "What did they want to receive out of future sessions?" The objectives for future sessions are more respect for one another, a better understanding of each other, better working relationships, establishing communication with one another and the norms which were listed on newsprint at the session. They were support, honesty, risk-taking, trust and feelings.

After establishing the objectives for future sessions, we moved into discussing their feelings for one another.

Doris Drinkard was dealt with by members of the CEP staff and NAI staff. It was brought out that Doris' personal hang-ups were interferring with her day to day working relationships with the staff of Center "B". Some of those personal hang-ups were cursing members of the staff and not willing to give to get a job done. Members of the staff cited various incidents which have taken place at the Center. Bob asked her to think about some of the attitudes which she displays in the Center, and began to deal with them. She agreed.

Walter Dixon was asked his feelings on being Director of Center "B". He felt that as a Director, he was being too soft and not aggressive. Most of the staff felt his softness hindered him from doing a job effectively and efficiently.

Another issue which was raised was Walter showing favoritism to some of the staff members.

Doris Drinkard felt Walter was showing favoritism to Agnes Brown by not docking her after 12:00. Edwin Fisher agreed and read a memo written by Walter Dixon stating that there would be no excused absences. Walter became open and stated that he would deal with himself. Time ran out and the participants were not willing to stay longer.

Center "B" has a lot of personal issues which need to be raised and dealt with and I suggest T-Grouping should be an integral part of our sessions with Center "B".

The next session with the Center is September 30, 1969 to be held from 2:00 p.m. to 5:00 p.m. at the Neighborhood House.

September 17, 1969

Position opened for Director of the Training and Technical Assistance Program Person applying should have experience in a responsible administrative capacity, experience in the planning, developing and the implementating of community training programs.

EDUCATION : Graduation from an accredited college with a major in Community Development, Social Welfare Education, or related fields. In lieu of a college degree, however, the applicant may have had participated in special courses dealing with community training or have extensive programmatic, administrative and practical experience in community training and/or related programs.

Position opened for 2-Community Organizers to work under the direction of the Director of the Training and Technical Assistance Program. Person applying should have varied experience in the field of Community organization, social welfare, public health, education counseling, administration and planning of welfare related programs, employment, security, public administration or related fields. He should have an ability to deal effectively and constructively with residents, social welfare and community groups; to be able to interpret to trainees information relating to their needs and write reports in a clear and understanding manner.

EDUCATION: No specific academic requirements, but must have demonstrated a basic understanding and sensitivity to the problems of the community.

Applications for the above positions are now being accepted at the Neighborhood Action Institute, 1700 Adams St., Gary, Indiana - 885-4316.

GARY NEIGHBORHOOD YOUTH CORPS
BUREAU OF WORK PROGRAMS
U. S. DEPT. OF LABOR
900 Madison Street
Gary, Indiana
Phone 886-2681
- FOR OUT OF SCHOOL YOUTH -

B. J. Dobbins, Jr.
Director

September 18, 1969

Neighborhood Action Institute
1700 Adams Street
Gary, Indiana

Gentlemen:

The Gary Neighborhood Youth Corps is planning a meeting for October 7, 1969 at 1:30 p.m. in the auditorium of the Gary Public Library, 2200 W. 5th Avenue, to establish professional support in instituting Neighborhood Youth Corps Orientation.

Your presence or that of one of your representatives would be greatly appreciated.

Please call in your reservation to Mr. Robert Wilson or Mrs. Dorothy McCarthy at 886-2681.

Yours very truly,

Benjamin J Dobbins Jr

Benjamin J. Dobbins, Jr.
Director

BJD/kss

Encl.

CITY OF GARY
APPLICATION FOR EMPLOYMENT

PLEASE PRINT

JOB APPLIED FOR ______________

DATE ______________

NAME ______________ SOCIAL SECURITY NO. ______________

ADDRESS ______________ PHONE NUMBER ______________

DATE OF BIRTH ______________ PLACE OF BIRTH ______________

MARRIED ______ SINGLE ______ NO. OF DEPENDENTS ______

IF RELATED TO ANYONE EMPLOYED BY THE CITY OF GARY, TOWNSHIP, COUNTY OR STATE GOVERNMENTS, STATE THE NAME AND THE DEPARTMENT.

NAME ______________ DEPARTMENT ______________

SCHOOL	EDUCATIONAL BACKGROUND GRADE COMPLETED-DATE	MAJOR

EMPLOYMENT HISTORY

EMPLOYER	ADDRESS	DATE EMPLOYED
1.		
2.		
3.		

LIST SPECIAL SKILLS ______________

____

EMPLOYMENT OR CHARACTER REFERENCE (NO RELATIVES)

NAME	ADDRESS	PHONE
1.		
2.		
3.		

______________ ______________

PRECINCT COMMITTEEMAN & PRECINCT NO. SIGNATURE OF APPLICANT

Neighborhood Youth Corps, authorized by Congress in 1964, is one of the most sucessful federal work-training programs. Neighborhood Youth Corps or NYC offers employment for young men and women 16 to 22 years of age to provide needed income, enable them to resume schooling and to increase their employability.

The three goals of NYC are to provide for its enrollees work, training and experience. Included in the total program are counseling and vocational guidance, remedial education and job placement and development.

WORK .. NYC enrollees perform socially useful work in many non-profit agencies in the Calumet area. They are employed as teacher aides, nurse aides, physical therapy aides, receptionists, clerks, typists, maintenance aides, sanitation workers, library clerks, bookkeeper assistants, file clerks and many others.

With the guidance of concerned supervisors enrollees develop good work habits and job readiness.

TRAINING .. In an attempt to further prepare its enrollees for permanent employment, NYC provides several kinds of training.

MDTA—enrollees develop skills as clerks, secretaries, auto mechanics, sales girls, and seamstresses.

Evening school - enrollees who have not graduated are required to attend evening classes.

Tech-Voc - enrollees who do not benefit from the above forms of training require technical and vocational training. NYC has developed special programs for these enrollees with the Gary Technical and Vocational High School.

On-The-Job - enrollees gain valuable training while working.

EXPERIENCE .. The enrollee matriculates through the total NYC program in a year or two years. When he begins the phase of Job Placement, he is already classified as 'Ready-to-Work'. This term signifies that the enrollee has developed good working habits, understands the competitive job market, has a saleable skill and, most important of all, wants to leave the Neighborhood Youth Corps and start looking for permanent employment.

INTRODUCING
NEIGHBORHOOD
YOUTH CORPS

GARY, INDIANA

HARRIS PRINTING CO.

of the Scholarship, Education and Defense Fund for Racial Equality

September 22, 1969

COPY

Mrs. Shirley McCune
American Association of
University Women
2401 Virginia Avenue, N.W.
Washington, D. C. 20037

Dear Shirley:

Forgive me for not answering your letter immediately, but I have been involved in training sessions both in and outside the City of Gary and have been very busy since Bethel.

Prior to Bethel, Neighborhood Action Institute was in its embryo stages in Gary. Since that time, however, many groups have come to know of the Institute and have been requesting training workshops.

I was contacted by Dorothy Hammond in Witchita about SEDFRE providing training to the CAP Agency Board. I went there and spent two (2) days with her to get an on-the-scene feel of the City and its problems. SEDFRE made a report to the Board along with other training firms, who are also being considered for the contract to provide said training.

I wanted to thank you for the support that you lent me during our Bethel experience. I found Bethel to be a bit of a fantacy in terms of realism and the most concrete thing which was derived from the session was the opportunity to meet such "dynamite" folks like yourself. I think you are a beautiful person.

Thank you very much for the material on AAUW. I sincerely feel that the new commitment and dedication being pushed by the disstaff members of our society will be the new movement of the future.

Look forward to hearing from you.

Sincerely,

Bob Jackson

BJ:cym

M E M O R A N D U M

September 22, 1969

TO: Robert Jackson, Carmen Moreno, Susie Waldman

FROM: Jacqueline Turner

SUBJECT: Insurance Coverage

Attached you will find an insurance information book, group i.d. card and some claim forms. The information book is not to be believed, but happy reading. There is a $100 deductible clause. Only after your claims have reached the $100 mark will you be reimsursed, or the doctor paid. However, submit claim forms and all supporting info anyway so the company will know when youreach the $100 mark. Claims should be sent to this office and not to the company directly. Make sure that sections 1 and 3 are completed before sending. Section 3 is completed here.

As you may have guessed by now, I'm your friendly, neighborhood insurance agent. I can answer one or two questions, but don't make them too hard. Cheers!

of the Scholarship, Education and Defense Fund for Racial Equality

September 23, 1969

Mr. Barry Dym
Massachusetts Law Reform Institute
80 Boylston Street
Boston, Massachusetts 02116

COPY

Dear Barry:

I am very sorry I have not answered your letter prior to now, but I have been doing a great deal of traveling in connection with my work.

I got a good feel from your letter and your project is much clearer to me. Frankly, I like the way your program is presently outlined and the format that you have. I agree with your analyses of the initial sessions, however, I feel that the project has much merit. In line with your present outline, I would like to make the following suggestions:

1. That the project be initiated and carried through within one local community in its experimental stage;
2. That the project involve some of the "average" citizens within that community who may not belong to any group as well as those persons involved in welfare rights, tennant councils, etc.;
3. In terms of the long range goal of obtaining financial resources from the City of Boston, it is important that you have some person with some "connections" involved with the piolot project at its beginning;
4. In regard to the second part of your project concerning a model neighborhood organization, the first part of your project can be an important catalystic agent in identifying influential individuals, who you feel have the dedication and personal commitments to get involved in social actions.

I think two (2) ingredients are important in building a neighborhood organization:

1. Determine whether the neighborhood residents actually want a neighborhood organization, and
2. That community residents who are committed to the organization be responsible for seeing that it is initiated.

The goals of the Neighborhood Action Institute are to provide leadership development training to community organizations to become self-determined and to enhance local leadership.

The Institute has a working relationship with the Gary City government and meets with the Mayor and its staff regularly to keep it abreast of its activities.

The Institute is an independent organization funded by the Scholarship, Education and Defense Fund for Racial Equality (SEDFRE). Enclosed you will find some background material on the Institute as well as on SEDFRE.

Give my regards to Jane and ask her to write and I will answer. Wish you much seccess in your endeavors and if I can be of further assistance, don't hesitate to contact me.

Sincerely,

Bob Jackson

COPY

BJ:cym

Enclosures

of the Scholarship, Education and Defense Fund for Racial Equality

September 23, 1969

COPY

TO: Shirley Lacey

FROM: Bob Jackson

RE: Reaction to your correspondence

The workshop planning guide for Board members is excellent. I was in the process of outlining something very much like this for the Model Cities, Metro Corps Boards. I would add only one (1) question, "What is your impression of how the staff and program function in the Community?" This question is relevant because of many staff-board conflicts. I will let you know of its effectiveness.

Meeting with Jim Gibson: While reading your report, I had two reactions. One was that most of it, I have heard and talked about before and two, there will have to be some long range commitment of time and finances.

I also reacted to the word "status". There is no argument that there is a need for closer ties with the broader civic groups, (i.e. League of Women Voters, Chamber of Commerce, etc.) and we are in that process now. However, our real "status" has already been established with Black, low income community groups. I see us building on that status by drawing closer ties with these civic groups and the Black Community.

Art Naparstek sees NAI of SEDFRE obtaining "status" in part, by bringing in high powered training consultants which would give credentials ('white") to the Institute. I have problems with that. There are several things that I feel must be done by the Institute:

1. With the credibility from the Black Community, begin to make stronger connections with White civic, church and community groups, with long range goals of drawing them together around common issues to ease polarization.

2. Unlike in other cities with Latin popolations, the Mexican-American population in Gary is inactive and docile. The Latin group which is not together, but

attempting to move with some energetic, articulate youth are the Puerto Ricans. It would take a long term in depth community organization approach to bring the Mexicans to where the Puerto Ricans are now. Most of the Mexican population attempts to "pass" (for white). The priority for training at this time should be in the Puerto Rican Community.

3. A political education project is of utmost importance. I see the Institute working toward this now with its training programs in the Community. This training should not be seen in a vacuum, it must be seen as an ongoing approach of NAI of SEDFRE's community leadership development program. Therefore, what we are doing now is laying a foundation of effectiveness and trust from Gary politically paranoid precinct chairmen.

4. If the Institute is to concentrate in Gary, then the selection of staff is of critical importance. Individual competence is not enough here for a staff person to be respected and trusted. It is equally important that the staff be composed of natives of Gary. There is a strong sense of "Gary people working in these programs", by Black residents.

5. Work closer with street organizations who are becoming a political issue. My only hesitation thus far is that the Youth Leadership Development Program has not been instituted, so there is no channel to direct the gangs toward. I have problems holding training workshops in a vacuum with nowhere to direct their frustrations and activities.

6. Finally, if we are going to approach finances on a proposal basis from foundation, etc., will the Institute just continue operating as it has been while we wait for its approval or what direction will we take?

Bob Jackson

BJ:cym

COPY

September 23, 1969

Mr. Wallace White, Director
Concentrated Employment Program
738 Broadway
Gary, Indiana 46402

Dear Wally,

This is a follow-up schedule to my letter suggesting that NAI training become a portion of the ongoing CEP Program. It is in this interest that the following schedule is submitted:

I. Training of Center Staff

Staff members of each center will attend training workshop in sensitivity training with NAI bi-monthly on Mondays, Tuesdays and Fridays. The time would be from 2:00 p.m. to 5:00 p.m., at the rate of six (6) hours per month. The schedule should be as follows, beginning Monday, September 15th.

A. Center A – Monday, September 15
" 29
October 13
" 27
November 10
" 24
December 8
" 22
January 5
" 19

B. Center B – Tuesdays, September 16
" 30
October 14
" 28

Center "B" con't.	November	11
	"	25
	December	9
	"	23
	January	6
	"	20
C. Center C - Friday	September	19
	October	10
	"	24
	November	7
	"	21
	December	5
	"	19
	January	2
	"	16
	"	30

II. Training of Administrative Staff

Administrative staff members should attend 1/2-day session per month with NAI to foster strong interpersonal and programmatic commitment.

Wednesday	October	1 1
	November	5
	December	10
	January	14

III. Training of Mainstream Staff

Mainstream Staff members will attend training workshop with NAI bi-monthly on Thursdays from 2:00 p.m. to 5:00 p.m., at the rate of six (6) hours per month.

Thursday	October	9
	"	23
	November	6
	"	20
	December	4
	"	18

As soon as Clarence Hall gives NAI a date and day we will set up a training schedule for the New Careers.

cc: 3-Center Directors, Ben Luna, Steve Morris, Clarence Hall, Julius Sherry

COPY

September 24, 1969

TO: Wally White, Ben Luna, Steve Morris

FROM: Bob Jackson

RE: Attendance at training sessions

In keeping withoour expressed desire to conduct meaningful sensitivity training sessions,it will be of utmost importance that all staff in each Center be present.

In our session with Center "C" Friday, September 19th at the Neighborhood House, we found that there were many personal conflicts. Most of these personal difficulties were with staff members who were not present. An inquiry was made concerning their absence and no one knew why. One difficulty was that the Director was also absent.

In our efforts to establish unity and communication among staff, it is important that all members of staff be present.

It is understandable that other work related items may arise, and they should receive top priority, but it would be helpful if the Institute were notified in advance.

Thanks,

Bob Jackson

BJ:cym

PS. Enclosed please find training schedule for New Career Staff and New Career Enrollees.

COPY

Training of New Career Staff

New Career Staff members will attend training workshops with NAI bi-monthly from 2:00 p.m. to 5:00 p.m., at the rate of six (6) hours per month.

Tuesday	-	October	7
		"	21
		November	4
		"	18
		December	2
		"	16
		"	30
		January	6
		"	20

Training of Enrollees

Enrollees will attend training workshops with NAI on Tuesdays and Thursdays from 8:00 a.m. to 12:00 noon four (4) times per month.

Tuesday - Thursday	September		25
	October	7	, 99
	"	21	, 23
	November	4	, 6
	"	18	, 20
	December	2	, 4
	"	16	, 18
	"	30	
	January	6	, 9
	"	20	, 23

MEMORANDUM

September 24, 1969

TO: Staff

FROM: Marvin Rich MR

SUBJECT: Expenses

The phone bill which we received today is almost $400 less than in the past few months. This is very pleasing, since it is for the period ending September 13th and our workload has been high. Most of the staff members have been cooperating and long distance calls have been reduced significantly.

To make checking a little easier, please use your credit cards when calling the office in the future.

The United Air Lines bills is still running about $2,000 a month. I would like to cut it.

Enclosed is a copy of the budget adopted by the Board for the coming year. It should give you some idea of how we plan to spend our dollars.

SEDFRE
Program Budget
Fiscal Year Ending August 31, 1970

Program Activity	Total	
Leadership	$199,200	
Gary, Indiana	34,900	
Technical Assistance Program	160,200	
Program Services	57,300	
TAP Case Studies	25,400	
Legal	23,800	
Scholarship	76,400	
Direct Mail	83,600	
Administration	45,200	
Administrative expenses directly allocable to program activities	12,000	
Public Information	20,000	
Subtotal:	$738,000	
Reserve Fund	12,000	($1000 per month)
GRAND TOTAL:	$750,000	

Adopted September 18, 1969

MEMORANDUM

September 25, 1969

TO: Staff

FROM: Marvin Rich

SUBJECT: Some Notes on Economics

At the staff meeting a number of people expressed the need for a better understanding of economic theory. The following notes are not intended to be comprehensive or complete. However, they do give, I hope, some feeling for broad economic principles as they effect government policy in its relation to our work. I would be interested in your comments.....

The Goals - The goals of economics are (1) increasing the amount of goods and services available (growth), (2) at a level of full employment, (3) with price stability. Obviously, growth and full employment are the essentials. They are what we desire to achieve. However, relative price stability is important since growth and full employment would be difficult to secure in a period of rapidly changing prices. (The problem of the equity of distribution of the goods and services produced by society is a special problem.)

Full Employment - What is full employment? If everyone willing and able to work were employed, we would have full employment. Obviously, there will always be some unemployment: people will leave one job and be unemployed until they secure another, youngsters will be unemployed after they leave school and before they get the first job. This kind of unemployment is called "frictional."

Persistent unemployment caused by automation and other forms of technological changes and by shifts in consumer demands (whatever happened to the Studebaker?) is called "structural." Much of the unemployment among the poorly educated, among blacks is considered structural.

Although overall unemployment rates were about the same in 1949 and 1963, the problem worsened for blacks in comparison to whites. The nonwhite rate rose from 1.6 times the white rate in 1949 to 2.2 times in 1963. This change was largely completed by 1955. However, in 1966 the ratio was still 2.2 to 1.

This is true in spite of the fact that there has been a very real increase in nonfarm employment of blacks within each major job category. Why? I have two suggestions.

One, the number of farm jobs disappearing each year has been overwhelmingly greater than the corresponding increase in nonfarm jobs opening up to blacks.

Secondly, the relative educational level of blacks and whites may be deteriorating. It is a fact that black youngsters are completing more years of school. But the quality of education they receive seems open to serious question. White populations are increasingly concentrated in the suburbs, where the schools are improving more rapidly than in either the central cities or isolated rural outposts.

The third cause of unemployment is lack of "aggregate demand." Consumers, business and government do not spend enough to use up all that a fully employed economy produces.

Remedies - The war on poverty with its job retraining provision was an attempt to reduce structural unemployment. The tax cut and other measures taken by Presidents Kennedy and Johnson in 1963 and 1964 were attempts to reduce unemployment caused by lack of aggregate demand. These measures were much more effective than the war on poverty. The non-white unemployment rate in 1960 was 10.2; in 1966 it was 7.3.

For the nation as a whole, we accept an unemployment rate of 3 1/2 per cent. However, in Great Britain the unemployment rate is less than 2 per cent and in Sweden the government is required by law to take economic action when the unemployment rate becomes greater than 1 per cent. Obviously, national priorities and attitudes determine what rate is "acceptable."

Who is unemployed? What is acceptable to one is not acceptable to another. In most industrialized countries, the unemployed tend to be the very young and the old: those who have not yet fully entered the work force and those who are about to leave it. This is true here.

The whole concept of those actively seeking work is a tricky one. The number seeking work expands during the summer when school is out. It contracts in September. When jobs are plentiful, the work force tends to expand as women enter the work force to secure available jobs. However, when times get tougher, these relatively well-off women drop out of the labor force and stay at home.

If this memo is useful to you, I will prepare additional material on 1) economic growth, 2) price stability, 3) distribution - who gets what.

September 25, 1969

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Fred Minor

RE: Training session with CEP Center "C"
September 19, 1969

NAI staff provided training for the CEP staff and outreach workers of Center "C". The session was held at the Gary Neighborhood House on the second floor in the social room, on Friday, September 19, 1969 at 3:00 p.m.

This session was scheduled to begin at 2:00 p.m. at the Center, which is located at 1620 Broadway. There was some type of mix up, the people in the Center were given the wrong time that the session was going to start. They were told that it was to begin at 3:00 p.m. and that it would be at the Gary Neighborhood House instead of their Center. So when the NAI staff showed up at 2:00 p.m. at the Center, most of the outreach workers were out in the field and were to return to the Neighborhood House. The staff decided to return to the office and wait for them.

There were eight (8) participants present at this session. There were about five (5) or six (6) people that weren't present. The group stated that their were no hang-ups between the members that were present and that most of the hang-ups in the Center were with those persons that were absent. The question was asked about the persons that were absent and no one knew why they were not at the session.

Some of the objectives that were expressed by the participants were as follows: 1. Sense of communication, 2. some type of unity, 3. more honesty, risk-taking among each other, 4. some members bring personal problems on to the job thereby interferring with their work and 5. jealousy among each other. There will be a follow up session in two (2) weeks from this date. The objectives mentioned about are what the members would like to see come out of future sessions.

The members of the session were dealing with Mrs. Sloan about her expression about ages. It seems that Mrs. Sloan calls everyone in the Center her grandchildren and most of her friends are up in age, she feels a lot older than everyone else in the Center. She felt that she would be competing with the others in the Center also. This was a hang-up with most of the participants, because they did not see her as being up in age. The group expressed that they didn't see her as hse sees herself. This let Mrs. Sloan know how her co-workers see her.

This session was over at 5:00 p.m.

September 25, 1969

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Fred Minor

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This session was over at 5:00 p.m.

of the Scholarship, Education and Defense Fund for Racial Equality

September 26, 1969

COPY

Mrs. Nan Parmer
1150 Pike
Gary, Indiana

Dear Mrs. Parmer:

Your application for Community Organizer of the Training and Technical Assistance Program was reviewed Tuesday, September 22, 1969 by the Training-Planning Committee.

I'm sorry to inform you that your application for the position of Community Organizer was not accepted by the Committee.

We will, however, keep your application on file for future positions.

Sincerely,

Robert W. Jackson

RWJ:cym

DISCLAIMER NOTE

This form letter is followed by many identical copies sent to different addressees. (In the case of receipts acknowledging contributions, the amount of the contribution is also specified.) These have not been filmed, but the originals are deposited at the Archives Division, State Historical Society of Wisconsin.

COPY

September 26, 1969

Mr. Gary Stewart, Director
Metro Corps, Inc.
1100 Massachusetts Street
Gary, Indiana 46407

Dear Gary:

The following is the schedule NAI has set up for the Metro Corps field workers:

	Wednesday	–	Friday
October	29		31
November	12		14
"	26		28
December	11*		12
"	24		26

*December 11 falls on a Thursday

If you have any questions on the above schedule, don't hesitate to contact me.

The training session will be from 2:00 to 5:00 p.m. and as you can see, they will be held twice weekly, every other week.

Sincerely,

Bob Jackson

BJ:cym

cc: William Brooks

COPY

September 26, 1969

Mr. Julius Cherry
Concentrated Employment Program
900 Madison Street
Gary, Indiana 46402

Dear Julius:

The following is the revised schedule for the Mainstream group, thereby making it more convenient for them to attend the training sessions:

	Thursday
October	30
November	27
December	18

The sessions will begin at 2:00 p.m. and end at 5:00 p.m.

If you have any questions regarding the above schedule, please contact me as soon as possible.

Sincerely,

Bob Jackson

BJ:cym

cc: Wallace White

of the Scholarship, Education and Defense Fund for Racial Equality

September 29, 1969

TO: Shirley Lacy

FROM: Bob Jackson

RE: Possible contract with Gary Housing Authority

COPY

NAI was recommended to the Director of the Gary Housing Authority, Ed Bosak, as the training organization to get to do training for GHA. I talked with Ed about possible training.

He informed me of a new Public Housing Program that will enable low-income residents to purchase their homes after a two year period. The money they paid during the two year period would go toward the principle for purchasing.

Gary is in the process of building this type housing now. What the Housing Authority wants is a "training" program to deal with 50 families for an 18 month period to teach them how to "keep their houses clean".

It is this aspect that I have problems with. He sees us working with them as a group, but then following up (checking) to see how they keep the property. I am sure that we (SEDFRE) won't be policement, but I was wondering if you had some ideas as to how we can do it to work up something that would not be "policing", but acceptable to the authority.

HUD is providing the money for training at $300.00 per unit, 50 units for 18 months for a total of $150,000.00. The enclosed proposal is from a similar program in Columbus, Ohio. There are a lot of things in it I would change.

I told Bosak I would look this proposal over and decide if we would be interested in the Contract.

I am anxiously awaiting your feedback.

COPY

September 29, 1969

TO: Shirley Lacey

FROM: Bob Jackson

RE: Our policy concerning United Airlines

I think you should pass this on toaall the staff and reexamine our relationship with United.

I think that a letter to United from Ronnie is in order. They should be aware that SEDFRE is aware of, and appalled by its racists policy.

Perhaps too, other fellows should be aware of this.

Peace and Power,

Bob

BJ:cym

Enclosure

SEDFRE

SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY, INC. ▪ 164 MADISON AVENUE, NEW YORK, N.Y. 10016 ▪ (212) 532-8216

October 6, 1969

Robert Jackson, Director
Neighborhood Action Institute
1700 Adams Street
Gary, Indiana 46407

Dear Bob:

I assumed the answers to both, but I thought I would do a little bit of needling just for kicks.

Have you gotten the CEP money yet? When you do, send us our share. We are hurting as always.

Cordially,

Marvin Rich
President

contributions are deductible for income tax purposes

▪ *chairman of the board:* Nils Douglas ▪ *chairman of the executive committee:* Andrew E. Norman ▪ *president:* Marvin Rich ▪ *vice presidents:* William S. Ellis, Nannette Sachs ▪ *secretary:* Ezra Levin ▪ *treasurer:* Shelley Appleton ▪ *executive director:* Ronnie Moore ▪ *leadership director:* Shirley Lacy ▪ *legal director:* Carl Rachlin ▪ *technical assistance director:* James Felder ▪ *BOARD OF DIRECTORS:* James Baldwin ▪ Katrina McCormick Barnes ▪ Allen Barton ▪ Jonathan Bingham ▪ Julian Bond ▪ Canon James P. Breeden ▪ Robert Curvin ▪ Charlotte Devree ▪ Robert F. Drinan, S.J. ▪ Michael O. Finkelstein ▪ Doris Freedman ▪ Susan K. Ginsberg ▪ James T. Harris, Jr. ▪ Claude Heckscher ▪ Norman Hill ▪ Arthur Kimmelfield ▪ Dr. Archie Lacey ▪ Jeremy Larner ▪ Joann List Levinson ▪ John Lewis ▪ Leon Modeste ▪ Henry Morganthau, III ▪ Dr. William Stuart Nelson ▪ Edward Norton ▪ Naomi Paley ▪ Richard J. Schwartz ▪ Elaine Slater ▪ Rowland Watts.

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SEDFRE

SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY, INC. ▪ 164 MADISON AVENUE, NEW YORK, N.Y. 10016 ▪ (212) 532-8216

MEMORANDUM

TO: Ed Cole, Robert Jackson

FROM: Shirley M. Lacy

RE: Memphis Community Leadership Training Program

--7 October 1969

Bill Kephart is asking for both of you to return to Memphis on the weekend of October 24-26. The agenda calls for program planning to help develop local training resources and in addition some training in leadership techniques. Please get together and contact Kephart as to the training site.

t

contributions are deductible for income tax purposes

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October 8, 1969

TO:

FROM: Bob Jackson

SUBJECT: Report of Training-Planning Committee's meeting October 7, 1969

On Tuesday, October 7th, the Training-Planning Committee met and discussed the following:

1. When those persons selected to the position of Director and Community Organizers, would began working;
2. What to do with members of the Committee who were not attending meetings regularly;
3. When to schedule their regular meetings;
4. When would the first inter-residence training workshop be held.

Since the Committee has been meeting, there has only been six (6) members who have regularly attended out of the total number of ten (10). Those members attending regularly are: Barbara Wesson, LaVern Tidwell, Doris Reed, Bernice Terry, Otis Davis and Roosevelt Haywood. Mrs. Lillie Smith attended for the first time and only then on the night for interviews of the applicants. The Committee had decided to ask their respective Board Chairman to appoint other people who are willing to serve, because they feel that being a member of this Board is an important and essential responsibility.

It was decided that members of the staff would report to work on Monday, October 13th but due to a holiday, however, they would start on the 14th.

Joe Wade subsequently informed me that he would not take the job of Community Organizer. I have informed the Chairman of the Committee, Mrs. Reed, of his decision and at the next meeting, the Committee will decide on the selection of another Community Organizer.

The Committee had been meeting each Tuesday night in reviewing and screening applications. It was decided that since a Director had been appointed, the Committee could now meet on a bi-monthly basis. It was termporarily approved until the next meeting on October 21st.

In regards to the first inter-residence training workshop, it was decided that the Committee would await the recommendation of the Program Director in implementing the Program and they would jointly agree upon a realistic date.

THE Gilbert Jonas
COMPANY, INC.

150 EAST 52nd STREET, NEW YORK, N. Y. 10022
(212) HA 1-2120

October 10, 1969

Mr. Bob Jackson
Neighborhood Action Institute
1700 Adams Street
Gary, Indiana

Dear Bob:

Anything doing on the local newspaper front since our last talk? Let me know. I suggested to Emil Dansker of the Dayton Daily News that he had a good story through you in Gary. He should be phoning you when his paper comes off strike. Have you called Joe Boyce of the Chicago Tribune? When are you going to send me some background on Gary? (I know you have nothing else to do!) Hope to hear from you soon.

Best,

GJ

Gilbert Jonas

GJ/rh

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October 14, 1969

Mr. Bob Jackson, Director
Neighborhood Action Institute
1700 Adams St
Gary, Indiana 46406

Dear Bob:

Confirming telephone conversation with you today, we understand that Mr. Carol Harvey, who used to be here in Washington, is now in the Mayor's Office in Gary, working on Community Development.

If you think it would be timely and appropriate to involve him in the CDL meeting set for October 26 and 27, please share the enclosed materials with him, and let him know that he would be most welcome as a participant.

If he can attend, we would appreciate his enclosing the form in the self-addressed envelope which you will find attached to the invitation., and returning it to us as soon as possible.

Cordially,

Donald Klein, Director
Center for Community Affairs

Enclosure

DK:ml

cc: Curt Mial

CENTER FOR ORGANIZATION STUDIES
CENTER FOR THE DEVELOPMENT OF EDUCATIONAL LEADERSHIP
CENTER FOR COMMUNITY AFFAIRS
CENTER FOR INTERNATIONAL DEVELOPMENT

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October 16, 1969

MEMORANDUM FOR: Community Development Location (CDLs) Representatives

Gary, Indiana	Robert Jackson (Neighborhood Action Inst.) Ronnie Moore (SEDFRE) Art Naperstek (formerly Mayor's Of, Gary) Tom Sherrard (Purdue University)
Newton, Kansas	Merrill Raber (Prairie View)
Niagara Falls	Douglas Bunker (NTL Fellow, Clarence, N.Y.) Owen Mahoney) (Niagara Lucy Schmidt) Coalition)
Richmond, Va.	Richard Perkins) Task F., Research in Irving Stubbs) Urban Strategy, Training)
Washington, DC	(3 to be added)
West Virginia U.	Richard Franklin (Coordinator, Appalachian Center)

From: Don Klein and Curt Mial, NTL Institute Don + Curt

Subject: October 26-27 Meeting on Macro Proposal - Program of Training and Research for Comprehensive Community Development

You have already heard that the meeting of representatives of communities interested in participating in the NTL Macro Proposal has been set for October 26-27 in Washington, D.C. This letter is to give you a quick Progress Report on where we are in funding the Proposal and what we hope may come out of our meeting.

First, the idea for the meeting came from some of you. A major reason has been that we should begin now to test and give reality to the proposed feedin, feedback, feedout model of communications. As one person put it, rather than waiting for funds why not begin now to give meaning to the proposal that we create a communications system in which CoRAL and the CDLs become "parts of a total system maintained by congruent goals, two-way communications, joint decision making, and collaborative work."

Of necessity, expenses are being borne by the participants.

A brief Progress Report on funding is attached.

Hoped for outcomes of the session as we have discussed them thus far include:

1. To clarify in greater depth and to orient ourselves on the total proposal.
2. To initiate processes of inter-communication and helping among the participating communities.
3. To operationalize CoRAL on a continuum from no central funding, to modest funding, to more adequate funding.
4. To explore such issues as control, autonomy, mutual influence that we will have to work out among us if the enterprise is to "go."
5. To consider alternatives for mutual assistance both locally and nationally.

Details of meeting:

Sunday, October 26, 1969 - 10.00 A.M. - 5.00 P.M. Allan Room, NEA building
Monday, October 27 1969- 9.00 A.M. - 4.00 P.M. Givens Room " "

HCM:ml
Enclosure

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October 16 1969

Progress Report on Funding of NTL Institute MACRO Proposal - A Program of Training and Research for Comprehensive Community Development

An important ingredient in the way this proposal has grown is the fact that the communities helping to initiate it thus far have all "grown" into the project, i e., each has a great deal already going on, each has in various ways related to NTL Institute over recent years, each is engaged in special local fund-raising efforts to enable them to realize objectives. In various ways NTL has attempted to help in these funding efforts generally with help from J. Richard Taft Associates and from NTL staff. The October meeting provides opportunity to find out where we all are and what help we might give one another.

NTL's fund raising started with the drafting of the major proposal which was put in its present form in June. We were striving for a proposal that set forth the total concept and plan but at the same time was open for "spin offs" of sub-proposals that would be entities but supportive of the whole. We now have for instance two sub-proposals--one the CoRAL in Washington and one the Study of the "State of the Art" of Training A third may relate to trainer development.

The NTL fund-raising effort has been intensive over the past three months We have approached some major governmental agencies and some relevant foundations. We have generally found an interested response. We do seem to be on a promising wave length. Some of our approaches have required follow-up efforts to respond in greater detail to key questions.

At the moment we see the following possible sources:

1. OEO - A briefing session of nine staff from OEO with NTL staff is now being followed up in OEO headquarters and in regional offices.

2. HEW - Center for Community Planning - This seems the most logical place for gaining multiple agency funding We have been given some encouragement

3. NIMH - Applied Research Branch - After leaving an informational copy of the Proposal, we were urged at once to file an application This has been done.

4. The Sears-Roebuck Foundation - NTL connections are based here on current projects supported by the Foundation. We are submitting the sub-proposal on the Washington CDL-CoRAL.

5 The Ford Foundation - We have made preliminary contact and are working on strategies for follow up.

6. The Eugene & Agnes Meyer Foundation - Our initial sub-proposal on the Washington, D.C. Proposal was turned down as too large, but the door was left open for a more sharply focused proposal on Washington problem.

7. HUD - Office of Community Development, Training Division - We are submitting the sub-proposal on the State of the Art (of training) study at the invitation of this unit.

We are also sending the sub-proposal Study of the "State of the Art" of Training for Community Action and Development to other agencies requesting advice and possible support.

The Washington, D.C. sub-proposal is also being sent to other local foundations.

HCM:ml

of the Scholarship, Education and Defense Fund for Racial Equality

COPY

October 16, 1969

TO: Wallace White, Director
Concentrated Employment Program

FROM: Bob Jackson

RE: Progress of NAI's training with CEP's staff and enrollees

This is to inform you of our progress with the Training of the various CEP's staff and enrollees.

The sessions with the Centers have been going well with the exception of Center "B". For the second consecutive session, the Center Director has been absent. The staff has expressed desires to communicate with him. As I had indicated previously, it is of utmost importanct that the Center Director be present at all of the workshops. Of course, there are exceptions, but for the Director to "stay at the Center to answer the telephone" is counter productive.

One of the things we are finding is that there are basic criticisms at all staff levels of Program administration and operation and these are just left in a frustrated vacuum. Perhaps one thing you and I should work out is some method for you to be present at some of the sessions. I think it would be essential and worthwhile if three (3) -1/2 days a month of your time, could be devoted to the attendance of the various staff sessions to deal with staff program frustrations, some rumors, some real.

One of the things that is necessary in our training attempt, is that the participants must feel that it is productive. We are finding that because we are unable to supply answers to specific questions regarding program administration, many participants feel that nothing is being accomplished. Graphic examples of these have been outlined in the New Careers Program and the Special Services division.

At our scheduled training workshop for New Career staff members on Tuesday, October 14th, it was decided by the Director and some staff members of New Careers that due to the frustrations of present program operation and administration and due to many past differences of opinion between staff members, that the training sessions of NAI could be of little value. It was, therefore, decided that the training

COPY

sessions with the New Career staff be postponed till such time they would be viewed by the staff as being constructive.

A training workshop was scheduled for the Special Services Division from 1:00 p.m. to 5:00 p.m. at the Gary Neighborhood House for Thursday, October 16th. In consulting with the Supervisor of that Division, the training workshop was postponed until she felt they would be of significant value. It was felt by the Supervisor that because some of the staff members were not immediately engaged in programmatic functions, that the sessions would only turn into a frustration session regarding program operation.

In our twice-weekly,bi-monthly sessions with New Career enrollees, they also indicated frustration with the lack of specific program content while awaiting confirmation of the Indiana University's contract. The enrollees felt that even though the sessions were interesting and helpful, that they were not moving them toward their desired goal of a part-time school/work program and were getting frustrated of just sitting in the classroom when they were having those sessions.

I outlined these specifics to give you some indication of the turmoil that exists within the Program. This is why it is important for you to allow some time to begin to deal constructively with some of the concerns of staff members and enrollees. The frustration and concern is highlighted by the uncertainty regarding the future of the Program.

It is important that you see that any attempt to send a substitute would be inefficient for you are seen as the decision-maker within the Program.

Here is to our efforts to provide a strong, productive Program for Gary's CEP.

Sincerely,

Bob

BJ:cym

Bob

MEMORANDUM

October 16, 1969

To: Staff

From: Roger Kahn, Research Director

This note is to (1) formally introduce myself and, (2) ask your help.

Beginning around October 1, I joined the SEDFRE staff. For those of you who are interested in my background, I have been actively involved in Movement work, either full time or part time, roughly since the beginning of the 1960's. Around 1965 I decided to go back to school and was the recipient of a SEDFRE scholarship in 1966. I have been trained as a sociologist and, to the extent that I have specialties in sociology, they include political sociology, social movements, racial-cultural minorities, and research methods. I have been active in organizing professional academics, (particularly sociologists) to make their work more relevant to people who are working for social change. (The Organization that I helped organize, to function within the profession, is the "Union of Radical Sociologists"). But that's enough about me.

My idea of the role of researchers in movement groups has already been implied in the above paragraph. That is, I think that the researcher should work on problems that his staff or the people the staff is working with define as important. That means essentially that you will have to tell me what to do. Some research needs that you have will be long range, I suspect, but most of them will probably be more immediate; in either case if the research department at SEDFRE is going to be meaningful you are going to have to play the major role in defining its direction.

Any ideas, suggestions, demands, notions, etc., that you have please let me know about as soon as possible (preferably before October 27). Hopefully, a research department in SEDFRE can help us build a more effective movement for social change. But not without your help.

Roger K

October 17, 1969

To: Staff

From: Joyce

Re: Addresses of Eleanor Roosevelt Scholars

I am providing you with the addresses of our SEDFRE Eleanor Roosevelt Scholars as promised. I hope that you will be able to meet them when you are working near their schools. If possible, depending upon the availability of time and energy, I would also like to see them involved in SEDFRE workshops both as participants and as assistants to you.

I am talking to many people these days about how we can beef up the scholarship program. I am particularly interested in helping students find the experiences that will develop their skills and self-confidence. Please let me know your thinking along these lines. But also, please share with me any other ideas you may have about the scholarship program.

LOCATION OF ELEANOR ROOSEVELT SCHOLARS

NORTH EAST

Massachusetts

232-4985	Charles Mauldin	Boston University	161 Allston St./Allston	71
	Weldon Rougeau	Harvard U. Law School	22 Dudley St./Cambridge	72

New York

663-8863	Donald Johnson	Pace College	35 Morningside Ave./New York	71
587-1791	Fran Crayton	New York University	1541 Shakespeare Ave./Bronx	72
315-476-0218	Charles Hicks	Syracuse University	702 E. Raynor/Syracuse	70

New Jersey

	Sue Brown	Rutgers U.Law School	132 R.I. Ave.#3C/East Orange	70
	Ollis Douglas Jr.	"	40 Thomas St./Newark	72
635-5914	Catherine Mitchell	"	800 Grand Concourse/Bronx,N.Y.	71
	CHARLES CHAPMAN	LIVINGSTONE COLLEGE	800 DAVIDSON RD/PISCATAWAY	71

Pennsylvania

	Louis Young Jr.	Lincoln University	100 Douglass Hall/Lincoln U. *	73

SOUTH EAST

Washington, D.C.

	Brenda Lewis	American University	115 Letts Hall, Mass and Neb. AVES*	73
332-8673	Sarah Jean Davidson	Howard University	305 Webster, N.W.	70
	Judith Rollins	"	%Blank 2400 16th,N.W.#621	70
265-9435	Alvin Chambliss	Howard-Law School	1801 Clydesdale Pl.,N.W.	70
832-2633	Harold Cook	"	5744 2nd St.,N.E.#3	71
	Anthony Irving	"	743 Fairmont St.,N.W. #307	71

Virginia

	Henry Thompson Jr.	University of Virginia	219 Humphreys House/Charlottesville*	70

Georgia

	Joanne Brown	Spelman College	P.O. Box 409/Atlanta	73
	Gregory Wilkins	Morehouse College	/Atlanta *	71
912-435-1769	Joanne Mants	Albany State College	1501 Cordell Ave./Albany	72
912-432-1338	Shirley Sherrod	"	312 Holmes Ave./Albany	70

North Carolina

	Patricia Burden	E.Carolina University	1605 W. 5thSt./Greenville	69
	Mary Singleton	"	Box 2457 *	72
	Mattie Fulton	N.Carolina A&T	Holland Hall/Greensboro*	72
	Larry Hinton	"	903 Cox St./Durham	73
704-782-9900	Joyce Gilliard	Barber-Scotia College	319 Faith Hall/Concord *	72

South Carolina

	Timothy McConnell	University of S.C.	124 Maxcy Hall/Columbia *	73
	Heidi Williams	"	Box U 4574/Columbia *	70
	Vernell Thomas	S.C. State	200 Earle Hall/Orangeburg*	71
	Linda Dingle	College of Charleston	Rte 1,Box 91/Meggetts *	71
803-793-9935	Verbenia DeLee	Voorhees College	New Women's Dorm/Denmark *	72

Florida

235-3539	David Dukes	Florida Atlantic U.	13847 Monroe St./Miami	71

Alabama

362-5313	Joyce Cunningham	Talladega College	Box 660/Talladega	*	70
262-0025	Edward Jones	Alabama State College	455S. Jackson St./Montgomery		70
	Nannie Mae Miller	Tuskegee Institute	/Tuskegee	*	71

Mississippi

	James Reed	Tougaloo College	/Tougaloo	*	70
	Hattie Mae McFarland	Coahoma Jr. College	Route 1 Box 616/Clarkesdale	*	71
	June Johnson	MaryHolmes College	/West Point	*	72
	Mary Ellen Hudson	U. of Southern Miss.	Rte 3 Box 248A/Carthage	*	73
601-353-7962	Jerry D.Funches	Jackson State College	1120 Pearl St./Jackson		71

Louisiana

504-899-8018	Barbara Hicks Collins	Dillard University	2208 Gen. Taylor St./New Orleans		70
944-9284	Marie Prejean	"	163 Straight Hall/New Orleans	*	73
361-3855	Edwin Lombard	Loyola U. Law School	516 Newton St./New Orleans		71
	Preston Butler	La. State University	942 St. Peters/New Orleans		71
	Joyce Amos	Northwestern State College	/Natchitoches	*	72
	Bertha Bradford	"	"	*	70
	Verla Bell	Southern University	/Baton Rouge	*	72

Arkansas

	Paulette Jackson	A M&N College	/Pine Bluff	*	71

Tennessee

	M. Raymond Hurd	University of Tennessee	Box 8116,U. Station/Knoxville	*	69
	Catherine Edwards	Lemoyne-Owen College	807 Walker Ave./Memphis	*	71

SOUTH WEST

Texas

806-SH4-3579	James Beard	Texas Tech. U. Law School	1904 26th/Lubbock		71

Arizona

966-0090	Joshua Bursh	Arizona State U. Law School	700 E. Drive/Tempe		70
	Charles Murry	"	Mariposa Hall/Tempe	*	70

MID - WEST

Illinois

	L. Jane Long	George Williams College	Box 427/ Downers Grove	*	71

Indiana

	David Krashna	Notre Dame University	/Notre Dame	*	71

Michigan

313-832-3190	Edward R. Rickman	Wayne State University	679 W. Warren#3/Detroit		71
	Benjamin Spaulding	University of Michigan-Law	1025 Packard St.#103/Ann Arbor		71
662-3732	Dave Dennis	"	700 Madison Pl. #1/Ann Arbor		71

Missouri

367-7588	Walter Hayes	Washington University	4930 Highland/St. Louis		70

Ohio

	Thomas Henderson	Ohio University	114 Carriage Hills/Athens		71
	(Antar Sudan Katara Mberi)				

	Wisconsin				
251-1019	Alberta Tipler	University of Wisconsin	116 E. Johnson/Madison	*	70
	NEBRASKA				
	Gayle Carter	University of Nebraska	914 Sandoz Hall, 820 N. 17th St./ Lincoln	*	70

WEST

	California			
933-6339	Janice Sumler	University of Cal, LA	1243 S. Sycamore Ave./Los Angeles	70
415-863-3529	Mary Godwin	San Francisco State	900 Haight St.#1/San Francisco	72

* address at the college

Bob Jackson:

MEMO

TO: Mr. William Staehle, Director, Model Cities

FROM: Mr. Carroll B. Harvey, Housing and Community Development

SUBJECT: Social Development Programs for Next Year

DATE: October 20, 1969

Mr. Staehle:

We would like you to follow a tabular form as indicated on the attached sheet in giving information concerning programs which are under your jurisdiction. Please also distribute the forms to those departments and agencies which you coordinate.

If you have any questions about proper use of the form or nature of information requested, please contact me.

CBH

Carroll B. Harvey,
Special Assistant,
Housing and Community
Development

CBH:lm
(attachment)

Mr. Harveys requested information on N.A.I. can best be answered by you. Would you please return at earliest. Thanks, Bill S.

LIST ALL 1969 & 1970 Programs.

SEDFRE

SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY, INC. ▪ 164 MADISON AVENUE, NEW YORK, N.Y. 10016 ▪ (212) 532-8216

October 20, 1969

Robert Jackson, Director
Neighborhood Action Institute
1700 Adams Street
Gary, Indiana

Dear Bob:

I am going to try to reach you today by phone. I think your prodding memo of October 16th to Wallace White is a good one. However, I wish you had checked with New York first before you sent it out. Checking things like wording, distribution and other pressures to get the money.

I would assume Ronnie would feel the same way about program memos, but I know that I feel this way about finances.

Did Wallace White ask for the memo, or did someone else in the program hierarchy suggest it?

In the first paragraph you used the phrase. "on said date." What date was that? June 17th or July 15th? What was the due date of your loan from the Gary National Bank? When did you last receive money and what period did these funds cover? How much is now due you?

How will the hiring of a bookkeeper prevent recurrences of this situation? Who will pay for the bookkeeper?

What are your current needs for operating funds? What is your tax situation? I would hate to have you hit with a $500 fine on a relatively small tax bill.

Write me. I know it's lonely out there, but unless you keep prodding I will assume that the problems are being cleared up.

Sincerely,

Marvin Rich
President

contributions are deductible for income tax purposes

▪ *chairman of the board:* Nils Douglas ▪ *chairman of the executive committee:* Andrew E. Norman ▪ *president:* Marvin Rich ▪ *vice presidents:* William S. Ellis, Nannette Sachs ▪ *secretary:* Ezra Levin ▪ *treasurer:* Shelley Appleton ▪ *executive director:* Ronnie Moore ▪ *leadership director:* Shirley Lacy ▪ *legal director:* Carl Rachlin ▪ *technical assistance director:* James Felder ▪ *BOARD OF DIRECTORS:* James Baldwin ▪ Katrina McCormick Barnes ▪ Allen Barton ▪ Jonathan Bingham ▪ Julian Bond ▪ Canon James P. Breeden ▪ Robert Curvin ▪ Charlotte Devree ▪ Robert F. Drinan, S.J. ▪ Michael O. Finkelstein ▪ Doris Freedman ▪ Susan K. Ginsberg ▪ James T. Harris, Jr. ▪ Claude Heckscher ▪ Norman Hill ▪ Arthur Kimmelfield ▪ Dr. Archie Lacey ▪ Jeremy Larner ▪ Joann List Levinson ▪ John Lewis ▪ Leon Modeste ▪ Henry Morganthau, III ▪ Dr. William Stuart Nelson ▪ Edward Norton ▪ Naomi Paley ▪ Richard J. Schwartz ▪ Elaine Slater ▪ Rowland Watts.

490

of the Scholarship, Education and Defense Fund for Racial Equality

COPY

October 22, 1969

TO: Shirley Lacy

FROM: Bob Jackson

SUBJECT: NAI

Enclosed, you will find a proposal for a clean-up project to begin January 1, 1970 by the Model Cities Program. Model Cities intends to sub-contract CEP for implementation. CEP intends to sub-contract the training to NAI for $6,000.00.

I have talked to Wallace White, DEP Director, regarding the contract and found that it will be for one (1) year. Since it looks as though we will leave here in August, I question if we should negotiate the contract. I would appreciate some feedback from you on this.

You have never given any feedback regarding the Housing Proposal , but that's for a year also.

There will be other contracts, mostly for a year, and I think we should get a policy about them. Ronnie has asked me to come there on the weekend of October 31st, to talk about Gary. We can talk about this then.

I found that most of our difficulty with money was due to the accountant who handles all of the accounts for the City. He was also our bookkeeper. I was under the impression that it was a requirement that only he could keep our books, but I have been informed differently. I have just hired another bookkeeper to bring our books up to "par" and to see that we get our monies in the future.

Look forward to our meeting.

Peace and Love,

Bob

BJ:cym

of the Scholarship, Education and Defense Fund for Racial Equality

October 22, 1969

COPY

TO: Ronnie Moore

FROM: Bob Jackson

SUBJECT: Feedback on NAI

Ronnie,

This is to follow-up our conversation at O'Hare. The last date for my staff will be October 24th. I have received letters of resignation.

Regarding the training contract for Model Cities-Metro Corps, the Board was "up tight", as usual about "outsiders coming in courting us for our money, when we have 'qualified' people in Gary." One of the members made this statement during the meeting last night. The Chairman reminded the group that there weren't trainers in Gary, so "we are fortunate to have SEDFRE". The Committee agreed but, still said, "I know there must be some, somewhere in Gary if we look hard enough." So finally it was voted that SEDFRE would get nine (9) of the 12 slots and three (3) would be from Gary. They included me as one of the three from Gary.

One thing happened that was beautiful for me. One strong member mentioned SEDFRE making money on the contract. The Chairman disagreed by saying that SEDFRE couldn't make money at $100/day if you included travel, food, lodging out of that. That will be no problem.

I have hired a bookkeeper at the same rate the other, who was supposed to be working for us. I see two advantages.

1. we will have a bookkeeper who will only work for us. This should keep my books and money straight and clear;
2. it will keep me out of jail.

I don't see any disadvantages at this time. The other guy just had too many other accounts to work with us properly.

I will be there on the weekend of October 31st to discuss Gary.

of the Scholarship, Education and Defense Fund for Racial Equality

October 22, 1969

COPY

Mrs. Dorothy Hammond,
Training Department
Wichita Area Community
Action Program, Inc.
1102 West Douglas
Wichita, Kansas 67203

Dear Dorothy:

This is to thank you for the transcript and information regarding the training program. I am impressed with the thorough manner in which the community is investigating all of the applicant consultant firms.

As I have said previously, whether or not SEDFRE gets the contract, it is important that we are known in the West.

Looking forward to seeing you in Kansas City, Mo. on November 8th. I hope you are doing well. Love and Kisses.

Bob

BJ:cym

~~Please [illegible]~~

GARY CONCENTRATED EMPLOYMENT PROGRAM

INTER-OFFICE MEMORANDUM

Date October 22, 1969

TO ALL CEP STAFF

FROM Benjamin T. Luna

TITLE

TITLE Deputy Director

SUBJECT FULL STAFF MEETING

There will be a full staff meeting on Wednesday, October 29, 1969, at 4:00 p.m., at City Hall, Council Chambers.

Please be prompt in your attendance.

In addition to staff, all CEP New Careers enrollees, as well as directors of CEP subcontractors, are required to attend.

Center Director, Carl Guzman, and New Careers Director, Clarence Hall, will be at the door to verify above said personnel.

Please be sure to sign in.

Benjamin T. Luna

Benjamin T. Luna
Deputy Director

BTL: mj

EDITORIAL - THE GARY POST TRIBUNE - 10/22/69

A POOR PLOT

For once, California Sen. George Murphy is doing a song and dance routine that has a plot. The plot involves clamping a dangerous restriction on the Office of Economic Opportunity's power to help poor people get legal service they can't afford.

The script was apparently written by Gov. Ronald Reagan, another former Hollywood performer.

Murphy's amendment to a money bill, pushed through the Senate, would give governors the right to veto any legal service plan the OEO wants to start in their states.

Reagan hasn't fared well with OEO attorneys in his state, because the legal assistance they have given to migrant workers, especially, has frustrated some of his attempts to maintain the status quo.

The War on Poverty has touched more bases than those involving food, shelter and basic necessities. Protection of the law made available through expert legal help has also been denied poor people generally. They hunger for that too, and they deserve it.

The legal services plan has helped welfare mothers, slum tenants, even steelworkers, whose rights often have been brushed aside for lack of somebody to speak for them. Many landmark cases have hit the courts, a fact that some state and local officials view with varying degrees of irritation.

None has been troubled as much with the tide of progress as Reagan who frankly doesn't like it.

Giving governors absolute veto over such programs would be a reactionary mistake. The house has a chance to correct the Senate's error, and we hope Northwest Indiana's representatives will get with it.

OEO Director Donald Rumsfeld is lobbying to get the amendment killed. He is enthusiastic about the legal services program. It has great promise, and should be allowed to flourish. Governors should have a say in federally - financed programs within their states, but they ought not have the power to block programs by whim.

California doesn't belong to Ronald Reagan alone, a fact he is finding out, and it irks him. But this case is bigger than California, for as California goes in this one, so goes the nation.

Sargent Shriver, former OEO boss, once said, "Any program which enables the poor to do battle with the forces that oppress them at governmental expense has a high potential for conflict with the officials who make public policy affecting the poor. This is especially true where it is governmental action, often in programs designed to aid the poor, that is found to be oppressive."

What that means is that Murphy and Reagan have produced a bad show.

OEO NEWS SUMMARY

Rumsfeld emphasizes importance of legal services. In an October news conference OEO's director, Donald Rumsfeld underscored the need for extension of the present anti-poverty law without crippling amendments. He made special reference to a Senate amendment which would deprive the OEO director of the authority to override a governor's veto of any Legal Service project or part thereof.

He explained that through Legal Services, OEO offers the assistance of 1800 lawyers to needy persons, representing them in a wide range of legal matters. As a result of the Senate's amendment, he said, governors might veto entire legal services programs or eliminate controversial aspects of individual programs. It is important, Rumsfeld maintained, that indigent people continue to receive the representation they have been obtaining, so that their grievances can be resolved "through the courts rather than in the street."

* * * *

ABA opposes guvernatorial veto proposal. The American Bar Association Board of Governors has approved a resolution opposing the amendment passed by the Senate to give state governors an absolute veto over Legal Services Programs, in whole or in part. The bar group said that the veto would constitute "oppressive interference with the freedom of the lawyer and the citizen." In a statement issued October 18, the board said such a power would "contravene" the ABA'S commitment to obtain "full and effective" legal services for the poor and could be used "to circumscribe the freedom of legal services attorneys . . . to address issues of governmental action or omission affecting the rights of their clients and to discourage actions which are politically unpopular or adverse to the views of the majority."

* * * *

Excerpts from:
OEO News Summary, 10/27/69
Vol. IV - 33

of the Scholarship, Education and Defense Fund for Racial Equality

October 23, 1969

TO: Marvin Rich

FROM: Bob Jackson

SUBJECT: Present NAI financial situation

COPY

In regards to your memo of October 20th, the last date we received monies was May 16, 1969. These funds were to cover the period April 1st throught May 31st. The date that the Invoice was submitted for the next funding period was June 17th. This is in answereto my phrase "on said date". The money now due us is $9,595.13.

The due date fon our loan from the Gary National Bank was September 2, 1969.

Two (2) situations that hurt me presently are: 1. lack of salary payment to staff whom we owe $2308.35; from September 19th to October 24th. 2. Our tax situation which is around $2200.00.

When we borrowed the $2,000.00, we were figuring the staff salaries on a net basis and not on a gross basis for we knew that that amount would not carry or hold us long if we included deductions.

In addition to the memo to White, another action I have taken is the hiring of a bookkeeper who will be responsibly solely to us.

The key to the CEP monies system is the submission of monthly Invoices. The accountant who was to submit our Invoices is also the accountant for all the federal programs in the City, needless to say, that they were overloaded in contracts and have not been able to satisfactorily administer our finances.

The advantages that I see in hiring a bookkeeper are: 1. the bookkeeper is solely responsibly to us; 2. we could submit monthly Invoices on time; and 3. we will know were we stand financially at all times. The system that had been used previously was that when the bookkeeper got around to us, he would then go back 2 or 3 months to do the books, which would mean we were 2 months in arrears in being aware of our financial situation. The bookkeeper will be paid out of CEP funds which is the way the other bookkeeper was supposed to have been paid, however, we didn't have enough money to pay staff let alone a bookkeeper.

COPY

I have some reaction to your first paragraph in reference to checking with SEDFRE before sending out memos and utilizing to other pressure to getting money. I don't think there is any difficulty in our relationship (SEDFRE) in programs or finances, but there are problems in which I have to make decisions on this and follow through, and I will continue to do that. Up to this time, I feel that I have been very proficient in supplying SEDFRE with information on all the moves I am making and I will continue to do so. I think it is absolutely counter-productive to feel that I would have to contact SEDFRE prior to making decisions that have to be made regarding the Gary situation. I welcome your feedback on my position.

In regards to the present situation with CEP finances, CEP has been on a month to month extension with the Labor Department and has not received their appropriations for fiscal 1970. The fiscal '70 has not been approved because CEP does not have all of the required forms into the Labor Department. In talking with Wally White, they are looking forward to obtaining their appropriations on December 1st. However, he indicated that it was possible that the allocation would not be received before January 1, 1970.

In regards to our present situation, other sub-contractors in the CEP program are in the same predicament because they have been using the same bookkeeper. Wallace White has asked for a documentation of our situation so as to officially appraise him of our status.

I will continue to you regarding our financial problems.

Peace and Power,

Bob

BJ:cym

MEMORANDUM

October 24, 1969

To: Staff

From: Marvin Rich

Enclosed are two clippings about our work which may interest you. I believe we can use Alphonso Deal for workshops similar to the one in Tallulah.

For your information, we have been notified about the following grants:

1. $10,000 from Taconic Foundation for Gary.
2. $10,000 from the New York Foundation, half for technical assistance and half for general programs.
3. $15,000 from the Norman Foundation for case studies in technical assistance.

Also, Nooker reports that in a Councilmanic in Winsboro, South Carolina, William J. Heath, the black candidate, received 246 votes and Charles J. Fuller 244 votes. A recount gave Heath 248 and Fuller 244.

THE NEW YORK TIMES, WEDNESDAY, OCTOBER 22, 1969

Who Speaks for Blacks?

Inevitable Question Is Said to Ignore Fact All Negroes Are Not of One Voice

By THOMAS A. JOHNSON

News Analysis

This question inevitably follows every Negro disorder or controversy:

"Who speaks for the black community?" In recent years, it has been as predictable as the other inevitable queries: "How did it happen 'here?'" and "What do 'they' want now?" The running controversy between Harlem residents, both for and against the proposed State Office Building, has caused a renewed outsider interest in just who does speak for black people.

The obvious answer is that many people speak for the black community, just as many people speak for non-black Americans. The thrust of black activism today, however, is aimed more at making certain that "only" black people speak for the black community and less toward "one" black man speaking for all black men.

Dr. Kenneth B. Clark, the director of the Metropolitan Applied Research Center, has stated:

Various Sentiments Included

"It is no longer realistic—no longer good politics—for top white political officials to depend upon whites as interpreters of the needs and aspirations of the Negro people. This might be comfortable and convenient for harried chief executives but it is now archaic, unrealistic and self-defeating."

Persons raising the "who speaks" question would do well, for the sake of clarity, first to answer the question, "Which part of the black community?" For Black America is no monolith.

Black America today is a varied conglomeration of many interests, schools of thought and life styles. It is also a community rife with activism and the growing fervor for some "grass roots" participation in the control of black communities.

In Harlem, for instance, where people living 100 to the acre number more than residents of Denver, Atlanta or Newark, one can find many religious faiths among a people traditionally thought to be Baptists.

Growing Voodoo Sect

Many Harlemites are Methodist, Roman Catholic, Episcopal, Presbyterian and Pentacostal. To mention a few others, but not to come close to a complete listing, Harlem has also Ethiopian Coptic Christians, Black Jews (some groups prefer Black Hebrews), Muslims, athiests and a growing number of "Harlem Yorubas." The Yorubas follow a life style of the West African Yoruba tribe and practice the Orisha Vodun (Voodoo) religion that has 201 Gods.

Organizations—social, civic, fraternal, business, political and self-help—proliferate in Harlem.

Should an outsider going to one of the nation's black slums ask to meet "a moderate," "a militant," "a Muslim," "an extremist," he could easily be directed to many people representing a variety of views within each classification and probably all in one block. He could be shown that some activists fit none of the normal classifications and other individuals can fit more than one.

The implication by white questioners wondering "who speaks for blacks" both amuses and angers the black activists. They are amused because whites know so little about black communities, and angered because of the implication that one man should speak for black people while no one man speaks for whites.

"Harlem will speak with one voice," exclaimed an irritated Roy Innis, director of the Congress of Racial Equality, "when the City Council, East New York, Scarsdale and Syosset speak with one voice."

Various elements of the black community have been galvanized on occasion, of course, when there is, or there appears to be, an attack on black interests or individuals from the outside community.

There was a groundswell of resentment when Representative Adam Clayton Powell Jr. was denied his seat by the 89th Congress, although many of the protesters were publicly critical of the Congressman personally.

Similar protests came from the black community when Muhammad Ali's world heavyweight boxing title was taken away because of his refusal to serve in the armed forces on religious grounds. And although the late Dr. Martin Luther King Jr. had few followers among urban black youths, these youths rioted in 106 cities when Dr. King was murdered.

No Single Leader

But the black community follows no single leader. At the same time, there is a growing awareness of the importance of elected leadership for the solutions of specific community problems.

Mrs. Shirley Lacy, director of training for the Scholarship, Education and Defense Fund for Racial Equality, has noted that the black community has been "sensitized to inequities in the system by the civil rights movement, the riots and the war on poverty. Now they want to know 'how' the system works. They want to know how to become an effective part of it and they are learning."

The number of blacks to be elected officials has more than doubled in the last two years. There are more than 1,200 nationally. This number is expected to increase even more as the demand for blacks speaking for blacks grows and with the reapportionments that will most likely follow the national census in 1970.

Majority Roles Expected

Current projections indicate that black Americans will be shown to be the majority populations in about 14 major cities when the census is taken and at least 25 per cent of the residents in 40 major cities.

And speaking to the Conference of Black Elected Officials in Washington last month, Dr. Clark declared that it was the elected officials who are now "speaking for" black people. He added:

"Social implementation in a democracy is politics and the agents of implementation are public officials. Elected Negro officials are now the only civil rights leaders who are representatives of the aspirations, desires, and the quest for answers posed by their constituents and elected by their people to speak for them. The time has passed when self-appointed individual leaders — however genuine their commitment— can speak for the masses of American Negroes."

Some Harlem activists concerned with the State Office Building controversy would take issue with Dr. Clark's comment, but others would agree with him. There are also elected officials on both sides of this controversy.

So even when speaking of elected officials, one must frequently ask in Harlem, as one must ask in every other community: "Which 'part' of the total community is the elected official speaking for 'now?'"

Dictated Oct. 16th

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN 2401 VIRGINIA AVE., N.W. / WASHINGTON, D.C. 20037
Phone 202/338-4300

October 24, 1969

Mr. Robert W. Jackson
Director
Neighborhood Action Institute of the Scholarship
Education and Defense Fund for Racial Equality
1700 Adams Street
Gary, Indiana 46407

Dear Bob:

After returning to Washington from an extended trip in the midwest and west I was delighted to find your letter in my correspondence. It was great to hear that things are going well with you and that you have been as busy as ever. From the sound of your letter it seems to me that the next session of the community change lab at Bethel could profitably be spent doing a follow-up of the Gary city game.

Glad to hear that you have been working with Dorothy Hammond in Wichita. I sincerely hope that SEDFRE received the contract and that you are moving ahead with the training.

Washington has been busy as ever. Yesterday was a great day in that the amount of support for Vietnam Moratorium was really surprising to me. In our office we had a small vigil which I expected 10 or 12 people to attend. Imagine my surprise when more than 40 showed up. There is no question that the public sentiment on this issue has changed dramatically. I sometimes become very discouraged when I see how little is being done in the areas of racism, peace, and poverty. It's as if everyone has settled into a comfortable "business as usual routine" and no one is about to rock the boat. There is a great deal of discouragement among my friends in government and I can see little optimism for change in that area. The Moratorium was a glimmer of change.

My work at the Association has been busy as can be. We just finished a publication of some materials, "Action Is Our Bag" which I sent to you under separate cover. This is the first in a series of training materials we are preparing for community action type efforts. The thing that we feel has the most relevance to action in many areas is the "Blue Book" that is included in the Bag. We are now busy working on the first supplement to this material which would concern itself with community power structure.

I hope that you will get a chance to get to the Washington area one day soon and we can get together and compare mutual interests. When my concern about apathy begins to come over me it is always gratifying to think about the people who are really in the fight like yourself. I'll be interested in following the progress of that life line.

Sincerely yours,

Shirley

Shirley McCune
Associate Director

SM/be

COPY

October 29, 1969

TO: Shirley Lacy

FROM: Bob Jackson

SUBJECT: Report of Memphis workshop

Ed and I arrived in Memphis on Thursday evening in an attempt to get a feel of what was going on. We found that there was a lot of activity with one of the labor unions headed by Jesse Epps and the NAACP. We attempted to contact Bill Kephart on Thursday evening and were unable to do so because no one was at the office upon our arrival.

On Friday morning, we attempted to contact some of the people who had been present at the previous session to get a feel for the activities going on in the City. We went to the "recipients fair hearing" at the Department of Public Welfare. The main thing we were attempting to find out, was the extent to which the community was participating in all the activities that had been going on in the City.

We found out that there was also an issue with the Memphis School Board who had turned away many community folk one evening several weeks ago. The reason given was because most of the people present would be unable to make any meaningful imput into the school situation. Several evenings later, 300 Memphis school teachers organized to attend the Board meeting. The doors were shut in their faces and the police called also. This led to some action on the part of the teachers in union with various community groups. A 1-day boycott was held. About 90 per cent of those involved were active. One of the burning issues is the lack of any Black representatives in the Memphis School Board. We learned that the boycott was only for one (1) day because the NAACP told the kids to return to school even before negotiations took place. The NAACP is still in negotiations with the Board in working out Black representation. The latest thing we heard was a plan to set up a "Black Elected Advisory Board".

The union was still fighting for representation with St. Joseph Hospital and what is happening now is an attempt to form a coalition of all these movements and began to coordinate their actions and work together at various projects.

Also present in Memphis, are 15 staff members from SCLS known as the "mobilizers". These are young guys who were very instrumental in reaching the young during the school boycott and were responsible for the boycott being successful. We talked with some of the mobilizers and found them at this time to be working in the background. One of the reasons, is due to the fact that they are located in a remote area in the City, and do not have transportation to come to were the folk are. Another reason is because they want to attempt to ascertain the extent of community leadership within the City.

Perhaps due to much of this activity which includes mass marches on Saturday morning and Black Mondays, where the Black Community boycotts downtown stores and does not report towwork, or perhaps due to a lack of information, the attendance at our Friday night workshop was very poor. Only five (5) people were present compare to 27 the lastttime we were there. We then began to discuss with those five persons present, what was going on in the City and the reason for the poor attendance. Bill Kephart talked with us at 3 o'clock, Friday afternoon just before going to the workshop. Ed and I had a feeling that the participation would be poor. Kephart verified this. We then asked him, "then, why would you call us ?" He answered that from the first workshop, there was one guy who really got turned on for organizing. He went out to organize many of the "wine heads and forgotten brothers" in South Memphis, and they began to hold meetings. The philosophy of these brothers was that they wanted no help from the NWRO mothers or any other group in Memphis, they wanted to do their "thing" on their own. Charles Johnson, the organizer of the group, informed them about Ed and I and he felt the session had been helpful to him in getting the group together. The group asked Kephart to have us come for a training session solely for them. However, in the meantime, the group could not identify any issue to move on although it continued to hold meetings. Personality conflicts and individual conflicts then began to fragment the group. Hence only one member of the group attended the training session.

COPY

Our evaluation of what has happened is that nothing is really changed in terms of community involvement and that the coalition on the part of the NAACP and the union is an attempt to co-op manpower for their own agenda. The NWRO mothers and other small community groups have become part of the coalition. We see this as being detrimental to the development of community leadership. The feeling in the community is one of enthusiasm compare to last time; but it is not enthusiasm of purpose or accomplishment or hopes of accomplishments; it seems to be enthusiasm of just being involved in something. Unlike before, we found Kephart to be very pessimistic about the future because of the coalition. He still talke about the need for community organization and the need for the development of community leadership with which we concur. He talked of having one of us return for a week to "show them how to do community organization". He also talked of getting "volunteer community organizers". We both told him that both suggestions were unrealistic. We also suggested that he should look at forgetting community organization until he has the money to do it with. One of the shortcomings of our training session, is that there is never the same group present who will be committed to community organization, with which to do training workshop you can measure some growth. Each session has different participants.

Kephart speaks to the fact that there is no community groups to provide community money to, should he obtain it, and this is true; but perhaps as we suggested to him, that this should be done before calling in training organizations or community organizers.

It is our recommendation that until a community group has been established who can (1) receive monies for community organizing purposes; (2) be a sponsoring group for training workshops, etc. and (3) that has some community relevance and visibility, that you do not send anyone to hold training sessions in Memphis any longer.

We went to the mass rally and march on Saturday morning to get a feel for the coalition. Rather than "mass rally", we found "mass confusion". There were approximately 150 people present at the Clayborne Temple on Saturday morning, most of which were older folk who were members of the union. The march was to begin at 10 o'clock. At 10:30, one of the mobilizers began to lead people inside the church and singing freedom songs and talking "Black!'. It was at this time that we hoped to get some feel for the coalition and the movement leadership. There was no dissemination of information to those present nor did any of the leaders address the group. Finally at 11:15, many people became restless and began to file out of the church and recongragate on the side walk. Outside, there were as many police present as demonstrators. At 11:30, one of the leadess appeared chauffeured in a big car, steps up and says ,"let's line up to march", and people began to do so. It was obvious that there was very little information sharing or strategy planning or involvement on the part of community people in decision making.

You have our recommendation and our thoughts. Look forward to your feedback.

Love and Peace,

Bob

BJ:cym

COPY

With the Compliments of

MARVIN RICH

fyi

He may or may not be in touch, but if so here is our correspondence

SCHOLARSHIP EDUCATION AND
DEFENSE FUND FOR RACIAL EQUALITY
164 Madison Avenue
New York, New York 10016

October 30, 1969

Kenneth E. Marshall
Metropolitan Applied
Research Center, Inc.
60 East 86th Street
New York, N.Y. 10028

Dear Mr. Marshall:

I am enclosing a copy of our November workshop schedule. I am sorry I cannot give you more detailed information further in advance, but that is essentially the way we operate. I am also listing our staff people out of town:

Edward Cole
5510 Delmonico Road
Jackson, Mississippi
(601) 922-4001

Spiver Gordon
2235 Hillside Road
Tallahassee, Florida
(904) 877-3365

Robert Jackson
Neighborhood Action Institute
1700 Adams Street
Gary, Indiana
(219) 885-4316

James McCain
317 W. Bartlette Street
Sumter, South Carolina
(803) 773-2353

I think you may be interested in seeing Bob Jackson when you are in Chicago. I hope this is helpful.

Sincerely,

Marvin Rich
President

Enclosure as stated

The marc corporation

METROPOLITAN APPLIED RESEARCH CENTER, INC.
60 EAST 86th STREET • NEW YORK, N.Y. 10028 • (212) 628-7400

October 27, 1969

RECEIVED
OCT 29

Mr. Marvin Rich
Executive Director
Scholarship, Education and
Defense Fund for Racial Equality
164 Madison Avenue
New York, New York 10016

Dear Mr. Rich:

I am conducting a study of selected projects and programs which seek the economic, cultural and political advancement of black Americans. My present plans include a tour of 17 cities to observe some of the significant projects throughout the country (see enclosed itinerary).

I am very desirous of visiting SEDFRE's leadership training projects in those cities listed. Would you be good enough to let me have a list of SEDFRE's leadership training projects in these cities.

Thanks so much.

Sincerely,

Kenneth E. Marshall
Kenneth E. Marshall

sr
Encl.

10/17/69

SPHERES OF GHETTO ACTION STUDY - ITINERARY

Atlanta, Georgia

Birmingham, Alabama

Boston, Massachusetts

Chicago, Illinois

Cleveland, Ohio

Detroit, Michigan

Los Angeles, California

Miami, Florida

Newark, New Jersey

New Orleans, La.

New York, New York

Oakland, California

Philadelphia, Pennsylvania

Pittsburgh, Pennsylvania

St. Louis, Missouri

San Francisco, California

Washington, D. C.

Baltimore, Maryland (Possible tour)

M E M O

To: William Staehle + Bob Jackson

From: Gary Stewart

Date: 11-3-69

Attached draft for whatever input you may have to add.

Please return as soon as possible. Would like to put letter in final form on Wednesday morning - 11-5-69

Thanks

Mr. Lawrence Landry
Vice President
BLK Group, Inc.
Dupont Circle Building
Washington, D. C. 20036

Dear Mr. Landry:

I recently received a copy of the Evaluation of the Technical Assistance Program to Model Cities Residents Groups City Report Phase I, Gary, Indiana, done by your firm for the O.E.O. under contract number B99-4946 in the month of September.

This evaluation report, as it is presently written, is filled with errors of observation and conclusion, the total effect of which is to distort the planning and programming integrity of this agency as it relates to resident participation.

This letter is directed to that error so that the record may be set straight about the process pursued by this agency in securing the grant under which it operates this program as well as other misrepresentation of fact to be found in this evaluation.

Page six (6), paragraph one (1) states "CAA staff members said that a meeting was held with the citizens to discuss and review the proposals. However, there are no minutes or record of this meeting."

Your staff did not ask for minutes of board and committee actions regarding this program. The statement quoted above is a misrepresentation of fact.

If this was an important step in the evaluation of the proposal, we would have gladly provided them with names and addresses of the Executive Committee of our Board so that they could have interviewed them directly to determine if such a meeting had occurred and the extent of resident participation in it.

-- Reference page 9

Your chronology of events in this section makes no mention of the meeting of CAAs and CDAs held on or about April 4, 1969, at OEO Regional Offices in Chicago, where full particulars relative to application were revealed by HUD and OEO Regional directors. It was only upon completion of this meeting that application procedure and content was revealed and the knowledge of which would have given you a better frame of reference in which to judge the remainder of the CAA and CDA's staff and Board actions.

--Reference page ten (10), paragraph one (1)

The statement that the citizens were not aware of the availability of funds until after the proposal was presented to the Executive Committee was in error.

The CAA director reported the availability of such funds to the governing board on April 3, 1969, the next regularly scheduled board meeting of Metro Corps after the Letter of Announcement.

Review by your staff of the minutes of regular Board meetings of this agency would have revealed this (April 3, 1969).

Reference: Section V.

Observations

Page seventeen (17)

Your staff speaks to their time constraints in securing, evaluating and recording information relative to the degree of resident involvement and participation in the preparation of this Technical Assistance program. We submit that perhaps this is the reason they left with such a distorted, indeed negative, view of the process and proposal, and if there were "clues" upon which your staff team should have prosecuted its inquiry, it should have been based upon the fact that indigent Board persons interviewed by them had a thorough knowledge of the program's content and goals as evidenced by your quote: "the program will help the city gets its leadership together and help the citizens get some meaningful training" (page 17 - observation number 2).

Reference page seventeen (17), observation number four (4)

Your evaluatory staff attended no Executive Board meeting during their stay here. No such meeting was held.

I can only characterize their belief that such a meeting was hastily called for their benefit as presumptuous.

Your staff attended a meeting of our Program Committee and city agencies concerned with the poor as part of the developmental process for our Plans and Priorities for 1970.

The absence of structure to which they refer was intended as subsequent meetings of these groups were to be structured by them.

To state that the meeting "addressed itself to nothing" is to reflect ignorance of its proceedings and purpose.

If this evaluator saw no purpose in a dialogue between representatives of the local welfare rights group and representatives of the county Department of Public Welfare air grievances in an effort to cooperating plan for the welfare of the indigent, then this reflects an ignorance of CAP, its goals and objectives. But, again, perhaps his "constraints of time" prevented him from securing clarification as to what he was experiencing. Surely, no one here told him he was in an Executive Board meeting.

--Reference - Observations page seventeen (17), number one (1)

Finally, the Metro Board of Directors at their June meeting voted as to whether they should compete for this program or not. I would characterize this as having a voice in the decision making part of the program. Further, this program is structured so it can be directly operated by residents with Technical Assistance from three staffs at their disposal.

These are our observation answers regarding the evaluation of this program's resident participation. We hope this better clears up the misconceptions.

MEMORANDUM

November 4, 1969

CONFIDENTIAL

To: Robert W. Jackson
Marvin Rich
Shirley Lacy
James Gibson

From: Ronnie M. Moore

Re: Gary, Indiana

1. Concentrated Employment Program of Gary

Staff Associates have resigned. Bob Jackson, in order to fulfill the requirements of the CEP contract will recruit, hire and train local people as consultants. In addition, SEDFRE will provide consultants on a fee-for-services basis in minimum blocks of time for seven days.

2. Model Cities

SEDFRE will enter into a contract with Model cities to provide eight trainers (excluding Bob Jackson) at a rate of $100 per day. Travel will be paid out of fees. Bob Jackson will draft the contract to be signed by the Model Cities Board. The contract will be between the Model Cities Board and SEDFRE. It will be sent to New York to be signed. The first weekend workshop in a series of three workshops for model cities will be November 21-23.

3. Gary Think Tank

I suggest that Roger Kahn, Spiver Gordon and representatives of the Community Development Department of NTL, under the supervision of Robert Jackson, convene a three day Think Tank to plan research and demonstration project on racial polarization. The duration of the project will begin January 1970, and end July 1, 1970. The tentative date for the think tank is December 1-3, 1969. Objectives, scope of program, staff, and related issues will be discussed by planners.

R

4. New Staff and Concepts for NAI

SEDFRE will make available to the city of Gary a direct grant to pay the salary of the new director from July 1970 through October 1970. The concepts of NAI, and the selection of staff shall be the decision of the Mayor.

5. Withdrawal of Robert Jackson and SEDFRE Continuation

SEDFRE and Robert Jackson will be available to NAI on a consultant basis to advise the new staff, mayor, and other interested parties on program, curriculum, resources, materials, and organizational development, etc..

6. Luncheon for Gary

If necessary, SEDFRE will sponsor a luncheon conference for representatives of public and private agencies to deal with the following objectives:

1. To analyze training activities in the city of Gary.
2. To meet the new staff.
3. To learn about the new concepts of NAI.
4. To hear the backing of the mayor in person.

Tentative luncheon date is mid July 1970.

When this memo has the input of James Gibson, it shall be rewritten and sent to Mayor Hatcher and Carroll Harvey, Special Assistant for Community Development (Gary), for additional input, revision and approval.

of the Scholarship, Education and Defense Fund for Racial Equality

November 4, 1969

COPY

Miss Joan Thurman,
1700 Adams Street
Gary, Indiana 46407

Dear Miss Thurman:

Please be advised that there will be a meeting for all members of the Board of Directors of the Neighborhood Action Institute at the above address on Monday, November 24, 1969 at 6:00 p.m.

This is a very important meeting, therefore, your presence on said date would be appreciated.

Please confirm your coming by phoning the office. Looking forward to seeing you on said date, I remain,

Respectfully yours,

Robertt W. Jackson

RWJ:cym

cc sent to all Board members

of the Scholarship, Education and Defense Fund for Racial Equality

COPY

November 5, 1969

TO: Wallace White, Director
Concentrated Employment Program

FROM: Bob Jackson

SUBJECT: Continuation of training workshops

Dear Wally,

This memo is to get your feeling about a new approach to the training being provided by NAI to C.E.P. staff and enrollees. It is my feeling that due to the frustrations and dissatisfactions with the Program that we have talked about previously, and due to a lack of desire to really become open with fellow staff members, that I question the effectiveness of NAI's training as it has been previously.

In an effort to provide constructive training mechanism to the C.E.P. program and to continue with our contractual obligations, it is my desire to suggest to you a change in the training format.

I would like to use two (2) basic approaches: One isnot to deal with interpersonal relationships unless those relationships come up in the workshops. Instead, I would like to use films, bring in agency representatives such as Welfare Department, Police Department, IES and other community agencies to begin dialogue with C.E.P. trainees and staff. I think this approach would increase staff knowledge of the various agencies and their functions and eliminate much of their suspicion of the sensitivity approach. The second approach is, to use the staff training slots on a consultant basis, since I have no staff and it will be difficult to obtain staff for 60 days or thereabouts. I just wanted to have your approval in working on a consultant basis rather then the way the contract was written.

COPY

I I think it is appropriate at this time, to discuss my feelings about this new approach. I had intended to include approach one along with the sensitivity area as the training progressed, however; I found the sensitivity area as an obstacle and the staff has not been able to deal openly and honestly with one another. I have questions about the effectiveness of this new approach in the long run. I think it will be a good tool for dissemination of information; but it is ineffective in dealing with interpersonal problems. However, I won't surrender in my attempts to bring about staff unity within the Program.

It is important at this time to indicate to you that the Institute does not intend to renew the C.E.P. contract for fiscal 1970.

I would like to begin the training again on November 20th with the enrollees from 8 a.m. to 12 noon and Mainstream from 2 p.m. to 5 p.m..I would also, at this time, like to reschedule Center "A" and Center "B" for training sessions from 9 a.m. to 12 noon on November 26th and 9 a.m. to 12 noon on November 28th respectively. They were origionally schedule for November 24th and 25th. Thereafter, we will continue the schedule as it presently is.

I look forward to continued working relationships with you and your staff as we attempt to build Gary C.E.P. into a model for the Nation.

INDIANA INTERRELIGIOUS COMMISSION ON HUMAN EQUALITY

575 Washington Street
Gary, Indiana 46402
November 12, 1969

MEMORANDUM: Re. Project Commitment Meeting

FROM: Reverend Dr. S. Walton Cole; Bishop Andrew G. Grutka; Reverend John E. Hunter; Rabbi Carl Miller and Reverend William A. Paris.

Several preliminary meetings have been held to develop "Project Commitment". The purpose of this project is to draw together knowledgeable citizens of this whole area to analyze our problems and to search for positive solutions.

Hopefully, we can assemble men and women of economic, political and religious influence and from the spectrum of race and ethnic backgrounds, for a six week planning conference.

The next meeting is scheduled for 12:00 noon on Wednesday, November 19, 1969 at the Y. M. C. A. - 225 West 5th Avenue in Gary. Please avail yourself of the luncheon cafeteria menu and join us in the Club Room next to the Chapel. We look forward to your participation.

An executive committee will be selected, chairmen of various committees (housing program, etc.) will be elected. Other business necessary to get the project under way will be conducted.

Jackson
1700

November 12, 1969

MEMORANDUM

TO: All Department Heads _ City of Gary

FROM: Jackie L. Shropshire

This memorandum is to advise that before any charges are filed by any department before any commission, board, or in any court the same is to be cleared through the Legal Department. The Legal Department of the City of Gary has discovered that charges are presented before commissions, boards, and in courts by members of the various City staffs and that said charges when filed are not filed in conformity with the statute or ordinance under which a person or company is charged.

If charges are filed without prior consultation with the Legal Department, the Legal Department will not be responsible for representation of the department. When and if charges are to be filed before any commission, board, or in court the Legal Department will need the minutes and all matters relating to said charges or proceedings had thereon by the department.

Jackie L. Shropshire

JACKIE L. SHROPSHIRE
CORPORATION COUNSEL

JLS:dl

of the Scholarship, Education and Defense Fund for Racial Equality

COPY

November 19, 1969

TO: Ronnie Moore
FROM: Bob Jackson
SUBJECT: Follow-up to our phone conversation of 11-17-69

St. Mary's College
Levenworth, Kansas: I agree with your feedback regarding fees for doing any sessions. It is true that even though it is done on vacation, I am seen as a member of SEDFRE. I want to emphasize that I feel it is important to maintain our "non-moonlighting policy" even on free time. I feel that there is no real "free" time for a trainer, whether I am on vacation in Africa or working a lab in Gary. If I am functioning as a trainer, I am still seen as a SEDFRE staff member.

In regard to your concerns about my "fucking up", I was glad to hear it, because I know it comes from a deep brother "feeling"; but that ain't no sweat, that won't ever kappen. However, I did suggest the "live-in" for the students. I had thought it would be a good approach to the training and a good practical experience for them. I don't see how I can "cop" out now, since this is the last effort.

NAI Staff: I have a political concern regarding the lack of staff. When a staff was available, I was able in some measure to stay on top of the political stuff (i.e. Carroll Harvey, various other programs and organizations, etc.). With no staff, I handle all of the training sessions. While this is no problem, it does mean that I am no longer attending the various program and organizational meetings and I have been getting negative feedback. Since training is my first priority, I have no problem, but I am aware that it is a political problem.

I have been having Carmen to attend some of the meetings for me, when they conflict with training; but her presence has been interpreted as a lack of interest on my part, regardless to how it is explained.

I am writing a memo to Carroll Harvey to this effect in an effort to cut off some of the flock. Just wanted to hip you. I know you are aware of any feelings, but the longer I stay here, the more convinced I become that this ia an impossible concentrated training endeavor.

COPY

Gary "Think-Tank": I talked with Roger Kuhn and found that he and Spiver would be here December 1-3. I have reserved rooms for them at the Travel Lodge in Chicago.

Roger told me that the NTL representatives were Bill Moore and Jerry Spiegel. I know both of them and have no problems with them, but I had seen the meeting as an opportunity to bridge the gap somewhat between SEDFRE and NTL. Since Bill nor Jerry can make decisions for NTL and Spiver, Roger nor I can make real decisions for SEDFRE, I question if this objective can be reached. I had seen you joining us and the NTL representatives would be Don Klein with NTL staff people in the Washington office. I see SEDFRE-NTL field persons getting together, but not dealing with the "real" political questions. I guess what I am questioning is why have NTL involved at all if it won't be some decision making staff present? Gary is SEDFRE's problem, sink or swim.

Enough politics, I have some concerns and questions. First, I see the following tentative agenda:

1. What will be our (NTL-SEDFRE) relationship in a Gary endeavor?
2. What is the present racial situation in Gary?
   White attitudes towards Blacks
   Black attitudes towards Whites
   Black-White political attitudes
   Identification of areas of Black-White cooperation
3. What would be the purpose of working to end Racial Polarization?
4. Training methods and approaches toward racial polarization?
   IICHE (Indiana Interracial Council for Human Equality) - It is a group out of Indianapolis who are supported by various churches. They have what is called Project Commitment. To get 100-200 people together for racial discussions in a round table fashion with discussion. They contacted me about training the discussion leaders, but nothing has happened because many Black folks don't buy the method.

   Beginning with individual church groups?

   Home to home visits between Blacks and Whites?

Most of my questions deal with methods, but that's what the think tank is for. I welcome your feedback.

Vacation: I hope that SEDFRE can make an exception to my vacation loss. I have two more weeks of vacation and with no staff, I know I can't possibly take them by February unless I just drop everthing. I have been in the office everyday this week. Let me know your answer.

Gary "Think-Tank": I talked with Roger Kuhn and found that he and Spiver would be here December 1-3. I have reserved rooms for them at the Travel Lodge in Chicago.

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off the Scholarship, Education and Defense Fund for Racial Equality

11/20/69

TO: Marvin Rich, President
Scholarship, Education and Defense
Fund for Racial Equality
164 Madison Avenue
New York, New York 10016

FROM: Bob Jackson

SUBJECT: Corrected Invoice dated September 23, 1969

COPY

Dear Marvin:

The following is a corrected invoice that should be address to CEP in reference to the expenses SEDFRE paid during our "financial crisis".

Date	Payee	Amount	Your Share
9/2/69	IBM	66.87	66.87
9/17/69	Illinois Bell	197.77	102.00 ($94.00 pr. mo. and 8.00 for toll calls)
9/9/69	3-M Co.	157.18	66.00
9/29/69	NAI-CEP account	400.00 (1-wk's wages for staff salaries)	400.00

TOTAL --------------------$ 634.87

Before sending you a check for the above bills including the $400.00, it is necessary for you to send us a corrected invoice. As soon as I received it, I shall send you a check.

MEMORANDUM

November 20, 1969

To: Marvin Rich
Ronnie Moore
Shirley Lacy
Roger Kahn
Robert Jackson

From: Hank Smith

Re: NTL meeting -- December 14-15, 1969

NTL is having a follow-up meeting on the MACRO proposal. My first question is should I attend. I feel that this meeting may be more fruitful if attended by Ronnie Moore. The MACRO proposal has too much involvement for black people not to be attended by someone from SEDFRE. If the feelings are that I should attend I would like some input from all staff members on the areas that SEDFRE wants covered.

The black working paper in relation to MACRO project is attached. My feelings are that we can push for a training trainers for black and brown people, joint project NT. & SEDFRE. Please respond.

BLACK WORKING PAPER IN RELATION TO MACRO PROJECT

Milton A. Reind, TRUST, Inc.
Hank Smith - SEDFRE

I. Action Program:

A. Get Black Community to be served input in rewriting the proposal (to fill their needs).

B. Black Control in hiring the Director, staff and agencies within whom business is to be done.

C. Black control in evaluation, program direction, rewriting for future action (i.e. funding sources, new direction, etc.)

II. It is important that MACRO not become a compromise solution. White People must STOP demanding "compromise" solutions to urban and other problems. The direction should now be in the direction of movement openly and fully toward Black and Brown People to reach ultimate solution (s) for the sickness that WILL kill this country as "A People".

III. .... The comprehensive Community Development Training and Research Program must place a high priority on developing Black and Brown trainers that will be available to the participating communities as well as staff members functioning within each of them. NTL needs more and has very few Black and Brown trainers. The MACRO project, properly oriented, can help meet this need. Black and Brown Trainers are a must in their communities, and as co-workers in the "Fringe" training area (s) (hard core unemployed, white racism, design, etc.).

IV. NTL should make sure that Black Trainers are on staffs of all CDLs that are serving the total community. Two (2) Blacks out of five (5) is supportive of tokenism.

trust

TASKFORCE FOR RESEARCH, URBAN STRATEGY & TRAINING / A COOPERATIVE MINISTRY FOR URBAN MISSION

November 5, 1969

TO: ASSOCIATION COMMUNITY DEVELOPMENT LOCATION

Hank Smith
Doug Bunker
Tom Sherrard
Dick Franklin
Orville Voth
Donald Klein
Curtis Mial
Richard Perkins
Irving Stubbs
Lucy Schmidt
Owen Mahony
Steve Plummer

FROM: Dick Perkins

I have cleared with Don Klein the date and location for our next meeting. We will meet Sunday evening, December 14th, 7:30 p.m. through Monday, December 15th, 4 p.m. We will meet at a location chosen by Don Klein in the NEA-NTL facilities. Come there on arrival.

There are several items on the agenda:

1. What is the organizational structure that we need: association? consortium? etc.
2. Some response to the priorities given us by Hank Smith and Milton Reid
3. Where do we go from here about funding?

I am including all the Niagara Coalition members in this memo since their representative was not chosen before the end of our last meeting.

Make your own overnight reservations, but let me know your plans.

Hank: Could you come prepared to help us think through the priorities in the statement you and Milt drew up? How can we deal significantly with the things you are asking?

STAFF RICHARD F. PERKINS / IRVING R. STUBBS
Offices in St. Paul's Episcopal Church / 815 E. Grace St., Richmond, Va. 23210 / P.O. Box 1312 / Tel: 703 644-0783

(212) RE 9-3433
(516) LO 1-6553

R. SHORE
COLLECTION CONSULTANT
550 West Merrick RD.
Valley Stream, New York 11582

RECEIVED
NOV 25 1969

November 21, 1969

Mr. R. Jackson
Scholarshp Educ Def
Fund Racial Eqlty
New York, N.Y. 10016

Re: AVIS RENT A CAR SYSTEM
#1792906 $53.88

Dear Sir:

Avis has asked me to review their file on your delinquent balance for my recommendation about how they should proceed.

There are only two reasons why they must now consider placing your charge with an outside collection agency.

✓ 1. Letters and invoices addressed to you have been delivered, but you apparently have not replied.

2. You've not lived up to a previous promise of payment.

From my review of their file, I've checked the pertinent reason in your case.

If you feel that Avis has made an error, please let me know now. Based on what I've read, I can only recommend the use of an outside collection service which may result in inconvenience and additional expense to you.

All we ask from you is a square deal. Let's settle this debt as between friends and gentlemen. A check from you in reply would confirm our belief that you do believe in a square deal. I'll hold your file for a few days before returning it to Avis.

Very truly yours,

R Shore

R. Shore

RS:mb

Shore

GARY CONCENTRATED EMPLOYMENT PROGRAM

INTER-OFFICE MEMORANDUM

Date November 23, 1969

TO Mr. White

FROM Mary Daniels

Title Excutive Director

Title Sec/Finance Committee

SUBJECT Finance Committee Meeting

The Finance Committee held its first meeting Friday Nov. 21, 1969 at 2009 Broadway. The chairman, Mr. Goodson, immediately open the floor for suggestions. The basic involvement of our committee is to raise $4,000. Since we have less than 45 days, we cannot waste any time. For what? Why?

Mrs. Rufus suggested we raffle a color television. This would, of course, have to be agreeable with Mr. White. Mrs. Gloria Burnell suggested solicitation of Businessmen. Mr. Samuels suggested donations from Sub-Contractors.

If we assume that we can get $100.00 from each contractors, ? we will have a total of $2500. Mr. Joiner suggested asking the bank for a donation, due to the fact that the bank had made money on numerous loans made by CEP. Another suggestion by Mr. Joiner was asking Mr. Smith of the IU Dons to sponsor a dance.

Mrs. Sylvia Taylor suggested holding several teen-age dances, the first to be held on Nov. 26, 1969. Mr. Julian Allen moved that we accept the suggestions mention above. It was carried through the motion.

In order to keep record of the money as it begin to accumulate, Mr. Goodson appointed Mr. Joiner to open an account. The signatures appearing on the check will be Mrs. Sylvia Taylor, Mrs. Gale Rufus, and Mr. Sylvester Goodson.

The raffling of the color television will carry a second and third prize. Drawing date will be Jan.9, 1970 at 5:00 pm at 900 Madison. Ticket will sell for $1.00 each or 6 for $5.00.

Mr. Goodson will prepare a list of businessmen for a committee of three to contact. It will be ready Monday November 24, 1969. A financial report will be made on the 19th of December. The next meeting will be held November 26, 1969, same location.

cc: All Sub-Contractors

of the Scholarship, Education and Defence Fund for Racial Equality

November 24, 1969

COPY

TO: Hank Smith

FROM: Bob Jackson

SUBJECT: NTL meeting, December 14 - 15, 1969

Brother Hank:

I think it is of utmost importance that you and Ronnie attend the NTL meeting regarding the MACRO Proposal. I think it is important for you to attend because of your work with the Black Caucus and your knowledge of NTL personnel and system. I also think it is important for Ronnie to attend to begin to build a possible bridge to working relationship and clarify SEDFRE's organizational position on whatever may come out of the meeting.

I like the idea of a possible joint project, but I think that conditions regarding that, can only be cemented by Ronnie's presence.

In addition to pushing training of trainers for Black and Brown people and the other action suggestion mentioned in your memo, I think it is important to decide under what conditions and under whose authority NTL will enter a community with the MACRO Proposal.

I like your points, A, B and C under the Action Program and I concur with them; but I think it is important that there is some plan worked out as to how they will become real.

What I am saying is, I think it is one thing to talk about Black Community serving and rewriting the proposal, Black control in hiring the Director, etc., and program direction. I think the key to assurance of this, however, is that there is a stipulated programmatic approach to this becoming real.

The one thing that concerns me at this time, is where Ronnie is in relation to NTL. I don't get a feel for his position and I think this is important in SEDFRE ultimately becoming involved in the MACRO Proposal or any other NTL related project.

I hope I've been of some assistance to you. Be cool.

of the Scholarship, Education and Defense Fund for Racial Equality

November 24, 1969

TO: Ronnie Moore

FROM: Bob Jackson

SUBJECT: Invoice to CEP regarding in-service training fees

Ronnie,

The following is a breakdown of the in-service training done by SEDFRE as well as the amount. The rate is $75.00 per trainer per day:

April 4, 5, 18 & 19 (2-trainers)	$600.00
May 9, 10, 11 & 12 (2-trainers)	600.00
June 20, 21 & 22 (2-trainers) and June 30 (1-trainer)	525.00
July 18, 19, 26 & 27 (2-trainers)	600.00
August 22 & 23 (2-trainers)	300.00
TOTAL	$2,625.00

We need an Invoice from SEDFRE stating the above information and directed to the Concentrated Employment Program. We will mail you a check coverin the above amount as soon as the Invoice is received.

of the Scholarship, Education and Defense Fund for Racial Equality

November 24, 1969

TO: Ronnie Moore

FROM: Bob Jackson

SUBJECT: Invoice to CEP regarding consultant and staff development's fees

The following are the names and dates of SEDFRE trainers who came to Gary to do consultant work and staff development training at the rate of $75.00 per day:

Ronnie Moore:	February 24, 25, 26, 27 & 28 -	$ 375.00
David Helper:	May 22, 23, 24, 25, 26 & 27 -	450.00
Shirley Lacy:	April 21, 22 & 23; June 2, 3 & 4 -	450.00
Spiver Gordon:	April 10, 11, 12, 13 & 14 -	375.00
	TOTAL	$ 1,650.00

TOTAL

We need an Invoice from SEDFRE stating the above information and directed to the Concentrated Employment Program. We will then mail you a check covering the above amount.

SEDFRE

SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY, INC. ▪ 164 MADISON AVENUE, NEW YORK, N.Y. 10016 ▪ (212) 532-8216

November 25, 1969

Dear Bob,

Congratulations ! ! I understand that you have an heir at last.

I tried to get you on the phone today, but you were out. I am enclosing a collection notice from Avis. I have no record for a bill totalling $53.88 so I assume this must have been one of your personal charges. Marvin told me that you had suggested my deducting your personal charges from your pay check as I had done on previous occasions. Bob, as you can well understand our staff has grown and is still growing and it is too much of a bookkeeping hassle to be handling personal staff charges through our books, so please pay these amounts with your personal check.

Marvin wanted the lowdown on the Metro Corps billing for this past weekend. He will probably be in touch with you for the info.

Also, we are instituting new procedures for the maintenance of personnel records, which will include sick leave and vacation schedules. I understand Carmen was out sick for a while. Please send me the exact dates. A short memo from you on any sick leave or vacation time should suffice. Thanks loads.

Eleanor

contributions are deductible for income tax purposes

▪ *chairman of the board:* Nils Douglas ▪ *chairman of the executive committee:* Andrew E. Norman ▪ *president:* Marvin Rich ▪ *vice presidents:* William S. Ellis, Nannette Sachs ▪ *secretary:* Ezra Levin ▪ *treasurer:* Shelley Appleton ▪ *executive director:* Ronnie Moore ▪ *leadership director:* Shirley Lacy ▪ *legal director:* Carl Rachlin ▪ *technical assistance director:* James Felder ▪ *BOARD OF DIRECTORS:* James Baldwin ▪ Katrina McCormick Barnes ▪ Allen Barton ▪ Jonathan Bingham ▪ Julian Bond ▪ Canon James P. Breeden ▪ Robert Curvin ▪ Charlotte Devree ▪ Robert F. Drinan, S.J. ▪ Michael O. Finkelstein ▪ Doris Freedman ▪ Susan K. Ginsberg ▪ James T. Harris, Jr. ▪ Claude Heckscher ▪ Norman Hill ▪ Arthur Kimmelfield ▪ Dr. Archie Lacey ▪ Jeremy Larner ▪ Joann List Levinson ▪ John Lewis ▪ Leon Modeste ▪ Henry Morganthau, III ▪ Dr. William Stuart Nelson ▪ Edward Norton ▪ Naomi Paley ▪ Richard J. Schwartz ▪ Elaine Slater ▪ Rowland Watts.

490

of the Scholarship, Education and Defense Fund for Racial Equality

November 27, 1969

COPY

TO: Marvin Rich, President

FROM: Bob Jackson

RE: Names of trainers doing in-service training

The following is the schedule and names of those trainers who were involved in doing in-service training:

April 4, 5 - Spiver Gordon and David Helper
18, 19 - Shirley Lacy and Ronnie Moore

May 9, 10 -
11, 12 - Ronnie Moore and Shirley Lacy

June 20 - 22 - David Helper and Spiver Gordon
30 - David Helper

July 18, 19 - Ronnie Moore and Shirley Lacy
26, 27 - Ronnie Moore and Shirley Lacy

August 22, 23 - Spiver Gordon and David Helper

SEDFRE

SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY, INC. ▪ 164 MADISON AVENUE, NEW YORK, N.Y. 10016 ▪ (212) 532-8216

December 1, 1969

Robert Jackson, Director
Neighborhood Action Institute
1700 Adams
Gary, Ind. 46404

Dear Bob:

I have sent one bill to CEP directly, and a copy to you. This is with regard to the consultant and staff development training fees. I have not sent an invoice to CEP regarding in-service training fees. I don't know who the trainers were on the dates indicated, and I don't want to be in a position of dpulicate billing. Would you therefore recheck your records and indicate who the trainers were on the dates in April, May, June, July and August. We do need the money, but we must be absolutely accurate in our record keeping.

Do you have any pictures of you with Mayor Hatcher in any kind of a training situation? If not, I would like just a head and shoulders glossy picture of the Mayor for use in a report on our Technical Assistance Program. Please send it to me as soon as you can.

Best of luck on the "think tank."

Cordially,

Marv

Marvin Rich
President

contributions are deductible for income tax purposes

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490

of the Scholarship, Education and Defense Fund for Racial Equality

COPY

December 4, 1969

TO: Eleanor Margolies

FROM: Bob Jackson

RE: Vacation of NAI's staff and sick leave status

Dear Eleanor,

Thanks for the words of congratulations. My heir's title is Bob Jackson II.

The following is where we are in vacation and sick leave:

> I have taken one week of vacation time and I have taken no sick leave.
>
> Carmen requested one week vacation the last week of September, but had to cancell her vacation at the last minute, so she has not taken any time off for vacation. However, she was sick on the week of November 3rd and missed that whole week.

Regarding the personal charges, I have been in sort of a bind by them. In March, I was told by Shirley that I could have my personal charges regarding auto rental paid by SEDFRE. However, after further consulation with Marvin and Ronnie, it could not be done. During the interim, however, I had made personal charges which I must pay for. Problem is that they are long over due and they are with several companies. I have found that when I pay one, another is on top of me. There are about eight (8) due and I have had none since August.

I realize the bookkeeping hassle involved, but for these car rentals, I would find it of inmeasureable help if you would paid these out of my checks. However, if it is impossible, I will understand.

You aid is greatly appreciated.

SEDFRE

SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY, INC. ▪ 164 MADISON AVENUE, NEW YORK, N.Y. 10016 ▪ (212) 532-8216

December 4, 1969

Mr. Robert W. Jackson
Director
Neighborhood Action Institute
1700 Adams Street
Gary, Indiana 46407

Dear Bob:

In your introduction, you should deal briefly with the philosophy of training as a mechanism for change. You must assume that your reader has little or no knowledge of what we mean by training, what the laboratory method is all about. It is important to stress that local people must have an opportunity to participate and become equipped to provide input into the planning of their communities as defined by Model Cities legislation, and its guidelines. Relate the importance of group goal-setting and decision-making to the process by which priorities are set and the machinery for achieving objectives is set in motion. Identify some of the programs already planned or in operation. Give the mayor credit as well as local people.

Describe some of the dynamics of how the Training-Planning committee functions, what it hopes to achieve and its relationship to NAI as well as Metro-Corps and Model Cities. Talk about NAI and some of its impact on the community. You might indicate how staff arrived at some of its decisions and direction -- participant questions and input, staff observations, perceptions, process and content analysis.

Keep the faith,

Shirley

(Mrs.) Shirley M. Lacy
Leadership Development/Technical
Assistance Director

ldb
Enc.

contributions are deductible for income tax purposes

▪ *chairman of the board:* Nils Douglas ▪ *chairman of the executive committee:* Andrew E. Norman ▪ *president:* Marvin Rich ▪ *vice presidents:* William S. Ellis, Nannette Sachs ▪ *secretary:* Ezra Levin ▪ *treasurer:* Shelley Appleton ▪ *executive director:* Ronnie Moore ▪ *leadership director:* Shirley Lacy ▪ *legal director:* Carl Rachlin ▪ *technical assistance director:* James Felder ▪ *BOARD OF DIRECTORS:* James Baldwin ▪ Katrina McCormick Barnes ▪ Allen Barton ▪ Jonathan Bingham ▪ Julian Bond ▪ Canon James P. Breeden ▪ Robert Curvin ▪ Charlotte Devree ▪ Robert F. Drinan, S.J. ▪ Michael O. Finkelstein ▪ Doris Freedman ▪ Susan K. Ginsberg ▪ James T. Harris, Jr. ▪ Claude Heckscher ▪ Norman Hill ▪ Arthur Kimmelfield ▪ Dr. Archie Lacey ▪ Jeremy Larner ▪ Joann List Levinson ▪ John Lewis ▪ Leon Modeste ▪ Henry Morganthau, III ▪ Dr. William Stuart Nelson ▪ Edward Norton ▪ Naomi Paley ▪ Richard J. Schwartz ▪ Elaine Slater ▪ Rowland Watts.

490

SEDFRE

SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY, INC. ▪ 164 MADISON AVENUE, NEW YORK, N.Y. 10016 ▪ (212) 532-8216

December 5, 1969

Robert Jackson, Director
Neighborhood Action Institute
1700 Adams Street
Gary, Indiana 46404

Dear Bob:

Enclosed are the two copies of the contract with Metro Corps with my signature and our corporate seal. It is legal and binding. I would like to get a copy for our files when it is signed by Mrs. Farrar.

Cordially,

Marvin

Marvin Rich
President

Enclosures as stated

contributions are deductible for income tax purposes

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490

December 9, 1969

Dear Bob

Please accept this letter as my bill for consultation services rendered to the Neighborhood Action Institute on Monday December 8, 1969. My fee for services rendered is $75.00

Very truly yours,

Hector Lopez

Pd.
12/9/69
Ck. # 231
CFP account
cym

CITY OF GARY

Concentrated Employment Program

RICHARD G. HATCHER
Mayor

WALLACE WHITE
Executive Director

BENJAMIN T. LUNA
Deputy Director

ADMINISTRATIVE OFFICES
738 Broadway
Phone 885-0564

NEIGHBORHOOD CENTERS
1620 Broadway
Phone 883-2118

1136 W. 5th Ave.
Phone 883-4157-8-9

601-605 W. 11th Ave.
Phone 883-9681-2-3

TRAINING CENTER
900 Madison St.

JOB CLINIC
400 W. 5th Ave.
Phone 883-4121-2-3

December 12, 1969

Mr. Robert Jackson
Neighborhood Action Institute
1700 Adams St.
Gary, Indiana

Dear Mr. Jackson:

In accordance with authorization received from the Regional Office of the U.S. Department of Labor, we are extending your CEP contract for the period November 1, 1969 to January 15, 1970.

The effective date of this letter is November 1, 1969.

Best wishes for the Holidays!

Sincerely,

Wallace White
Executive Director

WW/lm

of the Scholarship, Education and Defense Fund for Racial Equality

December 12, 1969

Mr. Gary Stewart
Metro Corps of Gary, Inc.
1100 Massachusetts Street
Gary, Indiana 46407

Dear Mr. Stewart:

Enclosed please find copy of the report regarding the weekend training session with the Model Cities' and Metro Corps' Boards held during the weekend of November 21, 22 and 23, 1969 at the Holiday Inn in Lansing, Illinois.

If you have any questions, please don't hesitate to call my office.

Respectfully yours,

Bob Jackson

BJ:cym

Enclosure

of the Scholarship, Education and Defense Fund for Racial Equality

December 12, 1969

Mr. Carroll Harvey
City Hall 401 Broadway
Gary, Indiana 46402

Dear Mr. Harvey:

Enclosed please find copy of the report regarding the weekend training session with the Model Cities' and Metro Corps' Boards held during the weekend of November 21, 22 and 23, 1969 at the Holiday Inn in Lansing, Illinois.

If you have any questions, please don't hesitate to call my office.

Respectfully yours,

Bob Jackson

BJ:cym

Enclosure

of the Scholarship, Education and Defense Fund for Racial Equality

December 12, 1969

Mr. William Staehle
Model Cities Program
401 Broadway
Gary, Indiana 46402

Dear Mr. Staehle:

Enclosed please find copy of the report regarding the weekend training session with the Model Cities' and Metro Corps' Boards held during the weekend of November 21, 22 and 23, 1969 at the Holiday Inn in Lansing, Illinois.

If you have any questions, please don't hesitate to call my office.

Respectfully, yours,

Bob Jackson,

BJ:cym

Enclosure

of the Scholarship, Education and Defense Fund for Racial Equality

December 12, 1969

COPY

Hon. Richard G. Hatcher
Mayor, City of Gary
City Hall
401 Broadway
Gary, Indiana 46402

Dear Mayor Hatcher:

Enclosed please find copy of the report from the Neighborhood Action Institute and the Scholarship, Education and Defense Fund for Racial Equality regarding the weekend training session held with the Boards of Model Cities Program and Metro Corps on November 21, 22 and 23, 1969 at t the Holiday Inn in Lansing, Illinois.

Let my take this opportunity to wish both you and your family a very Merry Christmas and a Happy New Year!

Respectfully yours,

Robert W. Jackson

RWJ:cym

Enclosure

SEDFRE

SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY, INC. ■ 164 MADISON AVENUE, NEW YORK, N.Y. 10016 ■ (212) 532-8216

December 15, 1969

Mr. Robert Jackson
Neighborhood Action Institute
1700 Adams Street
Gary, Indiana 46404

Dear Bob:

Thanks for the explicit information. I have sent both bills to the Concentrated Employment Program. The only billing I have open is for the week-end regarding the Metro-Corps contract.

Since Marvin is most anxious to bring our billing up to date, I would appreciate your sending me the necessary information as soon as possible. Thanks and the best to you and Carmen for the Holidays.

Sincerely,

Eleanor

contributions are deductible for income tax purposes

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Cortner

MEMORANDUM

December 15, 1969

TO: Staff

FROM: Ronnie Moore/Marvin Rich MR

SUBJECT: Office Christmas Party

This year, rather than an office Christmas party, the money will be put to a far better need. A contribution in the name of SEDFRE and its employees will be made to the Biafra Services Foundation Reflief Fund at 777 United Nations Plaza.

This organization "sponsors" 8 villages - it provides seedlings to the people so that they may decrease their dependency on the air lift for food and they also operate 3 orphanages. Their sponsorship of villages are with the goal of making the people less dependent on others for their survivial.

The offices of SEDFRE will close at 12 noon on Wednesday, December 24th. It has been a good year for SEDFRE. We hope that the coming year will be as useful and productive. Have a happy holiday.

of the Scholarship, Education and Defense Fund for Racial Equality

December 16, 1969

Lake County Economic Opportunity Council
706 Broadway
Gary, Indiana 46402

ATTENTION: Mr. Graves

Dear Mr. Graves:

Enclosed please find invoice for the training session conducted at the Holiday Inn in Shererville, Indiana on November 5, 6, 24, and 25, 1969, as per the Contract signed between this Institute and LCEOC.

It has been a pleasure for us to have been of service to LCEOC, and hope that we can continue our working relationship.

If at any time you feel we can be of service please feel free to call my office.

Respectfully yours,

Robert W. Jackson

RWJ:ym

Enclosure

of the Scholarship, Education and Defense Fund for Racial Equality

INVOICE

December 16, 1969

TO: Lake County Economic Opportunity Council
708 Broadway
Gary, Indiana 46402

Attention: Mr. Graves

FROM: Robert W. Jackson

RE: Monies due NAI for training services

Fee for training services to field workers and supervisors of LCEOC on November 5, 6, 24 and 25, 1969 due and owing the Neighborhood Action Institute ---$300.00.

of the Scholarship, Education and Defense Fund for Racial Equality

December 22, 1969

TO: David Helper
FROM: Bob Jackson
RE: Material needed

Brother Dave:

At last I am writing you for some materials! I am in dire need of some exercises and techniques in Community Organization.

I am working through the Community Organization formula (CO + CE + CA = CD or Power) with the Metro Corps field workers (the Gary CAP agency). I have no problems with the formula and we have been working with it, however, I need some exercises and techniques to keep from lecturing too much.

I would appreciate any assistance you can give me.

Peace and Power,

Bob

BJ:cym

cc: Ed Cole
Spiver Gordon
Hank Smith

of the Scholarship, Education and Defense Fund for Racial Equality

December 22, 1969

COPY

Mr. Wallace White, Director
Concentrated Employment Program
900 Madison Street
Gary, Indiana 46407

Dear Wally:

This is to outline my intentions about on-going training with CEP even though our contract will not be renewed. My intention is to continue the training by having monthly sessions with each component.

I feel it is impossible to drop the training that we have been involved in. The reason that the contract was not renewed, is because of a lack of experienced staff. I have learned from my experience here, that it is absolutely necessary to have trainers who are experienced in the field to be providing this training or we get into difficulties as the Institute has in attempting to have staff working in an OJT situation. The only way that I saw the contract being renewed, would have been on a consultant basis as well as paying transportation for the consultants to Gary. Since I feel this is the best manner in which to make a contribution to the CEP program and since I know that this was impossible because of the Labor Department's regulations; it was my decision not to seek renewal of the contract.

I just want to make it clear that my dedication is to the people in CEP and the success of the Program, and not to some contractual agreements and that it is my intention to continue the CEP training on a monthly basis to each component at no charge.

I would like to know your feelings about this arrangement.

Sincerely,

Bob Jackson

BJ:cym

Bob

MEMORANDUM

January 6, 1970

TO: Field Staff

FROM: Marvin Rich MR

SUBJECT: Attached Memo - Ford Foundation

I am attaching a copy of a memo from the Ford Foundation on the program implications of the new tax bill. The marked sections have special relevance to some of our staff members. Every care should be taken to insure that we make no effort "to carry on propaganda, or otherwise to attempt to influence legislation, to influence the outcome of any specific public election or to carry on, directly or indirectly, any voter registration drives." Under the law we may continue to train participants in VEP sponsored voter registration drives.

If you have any questions about the propriety under the law of any of your activities, please contact me or Ronnie. If necessary, we will check with our tax counsel. Do not take personal responsibility for what could be a very serious breach of the law.

THE FORD FOUNDATION
320 EAST 43RD STREET
NEW YORK, NEW YORK 10017

December 31, 1969

McGEORGE BUNDY
PRESIDENT

Memorandum to Ford Foundation Grantees

The Tax Reform Act of 1969 has now been signed into law by the President. The new law contains a number of provisions affecting private foundations, and it will be some time before we can expect detailed interpretation and regulations from the Treasury. In the meantime, the Ford Foundation wishes to make a prompt statement to all its grantees on several specific requirements of the law.

Let us begin by reporting that in our best present judgment the new Act will permit and protect the effective continuation of the programs of this Foundation. Moreover, we believe it is essentially right that private foundations as a class should have the framework of safeguards against abuse which the new law aims to provide. The general effectiveness of our work in the future will be reduced under the new law only by the financial requirement of a 4% excise payment. We shall have that much less money for grants.

Under the new law there are two specific kinds of expenditures of foundation funds by grantees which are taxable and for which therefore no Ford Foundation funds should be used by any grantee after January 1, 1970. These areas of limitation are the financing of voter registration drives, except under certain prescribed conditions, and attempts to influence legislation, again with certain permitted exceptions of which the most general is "making available the results of nonpartisan analysis, study or research." The Ford Foundation will attach as a condition to all funds paid in the future -- both under existing grants and under any future grants -- that these funds shall not be used for such taxable activities. The relevant language of the new legislation is attached for your information. Its exact meaning is likely to be further clarified by rulings and regulations from the Treasury, and as pertinent rulings and regulations are issued, the Ford Foundation will promptly inform its grantees.

Another important element of the new legislation is a new definition of "private foundations" which is more comprehensive than the common understanding of this term in the past. A number of the grantees of the Ford Foundation are likely to be classified as private foundations themselves, and in such cases there are special requirements affecting the relation between them and the Ford Foundation. It will ordinarily be necessary, for example, for such grantees to expend grant funds for charitable purposes within a year of the time they are received, so that they may be counted as part of the Ford Foundation's required charitable distribution.

Section 509 of the new Act defines a "private foundation" as any 501(c)(3) organization other than -- in general -- colleges and universities, publicly-supported charities, and organizations meeting a special test involving sources and amounts of support. This section will require special study by many grantees to determine whether they may fall into the "private foundation" classification.

An organization which is a "private foundation" is subject to all the provisions of the Act relating to foundations, including among others the 4% excise on net investment income (Section 4940); prohibitions against self-dealing (Section 4941); a pay-out requirement (Section 4942); a prohibition against investments which jeopardize charitable purposes (Section 4944); and reporting requirements (Section 6056). In the case of some organizations (those without any investment income, for example), certain of the provisions will not be applicable -- but the closest study of all provisions is warranted.

It will also be necessary for the Ford Foundation to discharge what is called "expenditure responsibility" in the case of grants to other private foundations. The relevant language of the new legislation is in the attachment. Its full meaning must await clarification from the Treasury, but in the meantime we request that all grantees who are or may be private foundations under the new law take immediate steps to insure that they will be able to demonstrate at all times that funds granted by the Ford Foundation are spent solely for the purposes for which the grant was made.

As we learn more about the meaning of the new legislation, we shall do our best to share what we learn with all grantees. Meanwhile, we shall be glad to respond as best we can to questions which any grantee may wish to raise with us.

McGeorge Bundy

ATTACHMENT

EXCERPT FROM THE TAX REFORM ACT OF 1969

"SEC. 4945. TAXES ON TAXABLE EXPENDITURES.

"(a) INITIAL TAXES.—

"(1) ON THE FOUNDATION.—There is hereby imposed on each taxable expenditure (as defined in subsection (d)) a tax equal to 10 percent of the amount thereof. The tax imposed by this paragraph shall be paid by the private foundation.

"(2) ON THE MANAGEMENT.—There is hereby imposed on the agreement of any foundation manager to the making of an expenditure, knowing that it is a taxable expenditure, a tax equal to 2½ percent of the amount thereof, unless such agreement is not willful and is due to reasonable cause. The tax imposed by this paragraph shall be paid by any foundation manager who agreed to the making of the expenditure.

"(b) ADDITIONAL TAXES.—

"(1) ON THE FOUNDATION.—In any case in which an initial tax is imposed by subsection (a)(1) on a taxable expenditure and such expenditure is not corrected within the correction period, there is hereby imposed a tax equal to 100 percent of the amount of the expenditure. The tax imposed by this paragraph shall be paid by the private foundation.

"(2) On the Management.—In any case in which an additional tax is imposed by paragraph (1), if a foundation manager refused to agree to part or all of the correction, there is hereby imposed a tax equal to 50 percent of the amount of the taxable expenditure. The tax imposed by this paragraph shall be paid by any foundation manager who refused to agree to part or all of the correction.

"(c) Special Rules.—For purposes of subsections (a) and (b)—

"(1) Joint and Several Liability.—If more than one person is liable under subsection (a)(2) or (b)(2) with respect to the making of a taxable expenditure, all such persons shall be jointly and severally liable under such paragraph with respect to such expenditure.

"(2) Limit for Management.—With respect to any one taxable expenditure, the maximum amount of the tax imposed by subsection (a)(2) shall not exceed $5,000, and the maximum amount of the tax imposed by subsection (b)(2) shall not exceed $10,000.

"(d) Taxable Expenditure.—For purposes of this section, the term 'taxable expenditure' means any amount paid or incurred by a private foundation—

"(1) to carry on propaganda, or otherwise to attempt, to influence legislation, within the meaning of subsection (e),

"(2) except as provided in subsection (f), to influence the outcome of any specific public election, or to carry on, directly or indirectly, any voter registration drive,

"(3) as a grant to an individual for travel, study, or other similar purposes by such individual, unless such grant satisfies the requirements of subsection (g),

"(4) as a grant to an organization (other than an organization described in paragraph (1), (2), or (3) of section 509(a)), unless the private foundation exercises expenditure responsibility with respect to such grant in accordance with subsection (h), or

"(5) for any purpose other than one specified in section 170(c)(2)(B).

"(e) Activities Within Subsection (d)(1).—For purposes of subsection (d)(1), the term 'taxable expenditure' means any amount paid or incurred by a private foundation for—

"(1) any attempt to influence any legislation through an attempt to affect the opinion of the general public or any segment thereof, and

"(2) any attempt to influence legislation through communication with any member or employee of a legislative body, or with any other government official or employee who may participate in the formulation of the legislation (except technical advice or assistance provided to a governmental body or to a committee or other subdivision thereof in response to a written request by such body or subdivision, as the case may be),

other than through making available the results of nonpartisan analysis, study, or research. Paragraph (2) of this subsection shall not apply to any amount paid or incurred in connection with an appearance before, or communication to, any legislative body with respect to a possible decision of such body which might affect the existence of the private foundation, its powers and duties, its tax-exempt status, or the deduction of contributions to such foundation.

"(f) Nonpartisan Activities Carried on by Certain Organizations.—Subsection (d)(2) shall not apply to any amount paid or incurred by any organization—

"(1) which is described in section 501(c)(3) and exempt from taxation under section 501(a),

"(2) the activities of which are nonpartisan, are not confined to one specific election period, and are carried on in 5 or more States,

"(3) substantially all of the income of which is expended directly for the active conduct of the activities constituting the purpose or function for which it is organized and operated,

"(4) substantially all of the support (other than gross investment income as defined in section 509(e)) of which is received from exempt organizations, the general public, governmental units described in section 170(c)(1), or any combination of the foregoing; not more than 25 percent of such support is received from any one exempt organization (for this purpose treating private foundations which are described in section 4946(a)(1)(H) with respect to each other as one exempt organization); and not more than half of the support of which is received from gross investment income, and

"(5) contributions to which for voter registration drives are not subject to conditions that they may be used only in specified States, possessions of the United States, or political subdivisions or other areas of any of the foregoing, or the District of Columbia, or that they may be used in only one specific election period.

In determining whether the organization meets the requirements of paragraph (4) for any taxable year of such organization, there shall be taken into account the support received by such organization during such taxable year and during the immediately preceding 4 taxable years of such organization (excluding therefrom any preceding taxable year which begins before January 1, 1970). Subsection (d)(4) shall not apply to any grant to an organization which meets the requirements of this subsection.

"(g) INDIVIDUAL GRANTS.—Subsection (d)(3) shall not apply to an individual grant awarded on an objective and nondiscriminatory basis pursuant to a procedure approved in advance by the Secretary or his delegate, if it is demonstrated to the satisfaction of the Secretary or his delegate that—

"(1) the grant constitutes a scholarship or fellowship grant which is subject to the provisions of section 117(a) and is to be used for study at an educational institution described in section 151(e)(4),

"(2) the grant constitutes a prize or award which is subject to the provisions of section 74(b), if the recipient of such prize or award is selected from the general public, or

"(3) the purpose of the grant is to achieve a specific objective, produce a report or other similar product, or improve or enhance a literary, artistic, musical, scientific, teaching, or other similar capacity, skill, or talent of the grantee.

"(h) EXPENDITURE RESPONSIBILITY.—The expenditure responsibility referred to in subsection (d)(4) means that the private foundation is responsible to exert all reasonable efforts and to establish adequate procedures—

"(1) to see that the grant is spent solely for the purpose for which made,

"(2) to obtain full and complete reports from the grantee on how the funds are spent, and

"(3) to make full and detailed reports with respect to such expenditures to the Secretary or his delegate.

of the Scholarship, Education and Defense Fund for Racial Equality

January 12, 1970

Director
Internal Revenue Service Center
Cincinnati, Ohio 45298

Dear Sir:

The Neighborhood Action Institute has a subcontract with the Concentrated Employment Program in Gary, Indiana. Out of said contract, we pay our employees' salaries.

The Institute has had many problems and delays in obtaining the funds. Our bookkeeper was the same one for the CEP program as well as for most of the other subcontractors and was unable to get to us each month to make out an invoice to be submitted in order ofor us to get our monies. Subsequently, we received monies during the months of February, May and November, 1969 instead of monthly. Part of the problem was that the Department of Labor was holding some funds back for a certain length of time and ther were no funds with which to pay the subcontractors.

Naturally not only did our account with you suffer, but our rent, telephone, office supply account, salaries, etc. By the time we received the monies, we owed most of it out. When we did pay our employees it was difficult to withhold their deductions and deposit them as per your requirements, because usually we were able to pay them for about 2 to 2 1/2 months before we were shorttagain. It was necessary for them to go without a paycheck for as long as 10 weeks the last time covering from August to October, 1969, when the Institute borrowed $2,000 from the bank to pay them. The Director, Mr. Robert Jackson, then asked them to resign because it was not fair to them.

There is a balance of $19.16 in our account as of this date and again, we are awaiting for more funds.

If you feel that the Institute is still liable for the enclosed bills, we will be happy to pay same; but I will have to request that you wait and that no further penalties or late charges be imposed upon the present balances if said request is possible. As soon as our monies come in, I shall forward a check for the amout covering the enclosed statements. I have made photo stat copies and have them on file.

Thanking you for your cooperation in the above matter, I remain,

Respectfully yours,

Carmen Y. Moreno,
Secretary to Robert W. Jackson,
Director

CYM:cym

Enclosures

January 20, 1970

TO: Ronnie Moore
FROM: Bob Jackson
SUBJECT: Gary

COPY

Ronnie,

Just wanted to bring this new arrangement to your attention. You had mentioned coming here once a week on the $3,000.00 Leadership Development Program. I have taken two steps that I hope will enhance you working in the Program. First, I have gotten the Program Director, Bill Leavell, to agree to giving us the $3,000.00 in the beginning. This will be a flat fee. He wants to spread the program until May. I have changed my feelings about the weekly sessions. In order that the training be effective, I feel it is important that it is done in an isolated atmosphere and not be part of "the day's job". I see the sessions being held one weekend a month, rather than weekly sessions. I have talked this over with Bill and he agrees that this would be more effective.

We are now talking about 12 training days total, three per month. I see us following the same design; only it would now be divided into four weekends. I recommend the following design: The dates have not been set and his staff is responsible for locating the sites.

Leadership Development Program Training Design

February - To begin the training, I would have the Mayor kick off the Program. He would highlight its importance and how it will benefit the City. Questions would follow.

Monthly Weekend Workshops:

February: Life Planning - Two sessions will form the heart of the training.

Objectives: Help the youth to look at their role in the Program and how it relates to what they want to do in their lives. To set the format for the youth to effectively relate their hopes and experiences.

March: Self Images - Assist youth at taking an objective look at themselves as it relates to dress, speech, conduct and the community.

Blackness - This objective would be to increase Black awareness. The group will be given the Attitude Exploration training to assist them in taking a look at their attitudes about Blackness.

April: Role of the youth in Social Movements - A guest lecturer from the community would be brought in to talk about the role of youth in social movements.

Help participants to define their role in bringing about social change.

Leadership - This workshop will examine the success and failures of various leadership styles. The youth will be asked to evaluate the leadership styles of members of the training program. The group will also examine their own leadership styles and effectiveness.

May: Problem Solving - To help the youth feel confident about dealing with the problems in the program and their personal lives. The youth will work in small groups with the task of working through a problem using various problem solving techniques.

Evaluation - This final session will be used to take a critical look at what has gone on in the training and how relevant it has been to the participants and the program. The process will be by discussion and by participants writing their individual evaluations.

COPY

George Wilkes, the Mayor's Administrative Assistant, is very interested in meeting you. I asked him about setting up a meeting with the Mayor and he suggested that you, Jim Gibson and I sit down withaa position paper to really deal with problems and progress. I have alerted Jim and I will have it near the time of one of the weekend workshops. Once that is set, the next question would be the paper. I see the same position paper that you developed for Jim, being discussed with the Mayor.

Wilkes reported thathe had made contact with Frank Cizon, at Indiana University, regarding training for those families selected for the income maintenance program. He says Cizon told him that he had talked with you and there was a lack of co-ordination or communication between you and I. Cizon says I am not doing what you wanted or visa versa, I told George, that was bull-shit because, Cizon hasn't talked with you and I felt Naperstak had told him that.

I have learned that it will be June because they will be geared up to go. They are now taking a survey of the community. I have also learned that Don Johnson, whom we tried to hire for the Metro Corps-Model Cities training, is project co-ordinator. I know Art was in on that.

Welcome to Gary.

Peace and Power,

Bob

BJ:cym

COPY

January 20, 1970

TO: Bill Leavell, Director,
Leadership Development Program

FROM: Bob Jackson

Bill,

This is the format and objectives I will use to conduct the training program for the Leadership Development Program.

Ronnie Moore, the Director of SEDFRE, will work with me, to be able to work in small groups.

I welcome your action to this proposal.

Peace and Power,

Bob

BJ:cym

Enclosure

LEADERSHIP DEVELOPMENT PROGRAM

TRAINING DESIGN

FEBRUARY - To begin the training, I would have the Mayor kick off the Program. He would highlight its importance and how it will benefit the City. Questions would follow.

Monthly Weekend Workshops

February: Life Planning - Two sessions will form the heart of the training.

Objectives: Help the youth to look at their role in the Program and how it relates to what they want to do in their lives. To set the format for the youth to effectively relate their hopes and experiences.

March: Self Images - Assist youth at taking an objective look at themselves as it relates to dress, speech, conduct and the community.

Blackness - This objective would be to increase Black awareness. The group will be given the Attitude Exploration training to assist them in taking a look at their attitudes about Blackness.

April: Role of the youth in Social Movements - A guest lecturer from the community would be brought in to talk about the role of youth in social movements.

Help participants to define their role in bringing about social change.

Leadership - This workshop will examine the success and failures of various leadership styles. The youth will be asked to evaluate the leadership styles of members of the training program. The group will also examine their own leadership styles and effectiveness.

May: Problem Solving - To help the youth feel confident about dealing with the problems in the program and their personal lives. The youth will work in small groups with the task of working through a problem using various problem solving techniques.

Evaluation - This final session will be used to take a critical look at what has gone on in the training and how relevant it has been to the participants and the program. The process will be by discussion and by participants writing their individual evaluations.

COPY

January 27, 1970

3M Business Products Sales, Inc.
11150 South Western Avenue
Chicago, Illinois 60643

Gentlemen:

As per your request, of this date, I would appreciate if the 3M 209 Copier which we are now renting from you could be picked up at the above address.

I would like to take this time to thank you for giving the Institute the opportunity to deal with you and I ask you apologies for the trouble we have caused your bookkeeping department when we have been late in sending our monthly payments. I myself did not know that dealing with funds from the Government would be this hard.

I understand that it is your requirement to give your office a 15-day notice before any rental equipment can be picked up. I'll expect someone from your office after the 14th day of February, 1970.

Thanking you for cooperation, I remain,

Respectfully yours,

Robert W. Jackson,
Director

RWJ;cym

B Jackson

MEMORANDUM

January 28, 1970

To: Staff

From: Ronnie M. Moore

Re: Meetings

At the last meeting of the Executive Staff, it was decided that a series of meetings will be held within the organization in order to insure better communication:

1. Shirley Lacy will convene training sessions each Friday morning for the trainers in the North Atlantic region.
2. David Helper, Roger Kahn, Henry Smith, Alfonso Williams, and Susie Waldman will meet twice a month to discuss coordinating program services for the field.
3. The Executive Staff will meet monthly.
4. General staff meetings will be held twice a year; at the midway point and near the end of the fiscal year.

Everyone is invited to attend any meeting regardless of staff function. When Staff Associates from the field are in the New York area, they should attend whatever meetings are being held.

R

SEDFRE

SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY, INC. ▪ 164 MADISON AVENUE, NEW YORK, N.Y. 10016 ▪ (212) 532-8216

February 5, 1970

Mr. Robert W. Jackson
1720 West 5th Avenue
Apt. #31
Gary, Indiana 46404

Dear Bob:

I received your check for $1,200 on the Leadership Development Program contract. I am looking forward to working with you on the four weekend workshops, beginning February 28 - March 2. I hope that at that time, either before or after, you will be able to arrange a meeting with the Mayor, Jim Gibson and other parties.

When will the next workshop of the Model Cities Program be held? It seems to me that the training design for both of those workshops should be in the possession of Shirley Lacy, as soon as possible in order for you to receive feed-back and analysis from her. Please keep me in touch with the developments in Gary.

When will your first City Conference be held? According to the prospectus you developed in New York you are supposed to be holding three City Conferences, does this still hold true? If so, please forward date, time, objectives, curriculum and related data to Shirley Lacy.

Take care. My love to the Wife and baby.

Sincerely,

Ronnie

Ronnie M. Moore
Executive Director

ldb
cc: Shirley Lacy

contributions are deductible for income tax purposes

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490

February 6, 1970

MEMO

TO: Shirley Lacy

FROM: Bob Jackson

SUBJECT: Reports

Shirley,

Here are the reports I owe SEDFRE from workshops. I still owe a monthly report which you will get in two days.

In regard to my off day, I would prefer February 23rd as the holiday this month.

Another thing, I want you to know that Carmen is now Wally White's secretary. I think it would be good if a letter of recommendation or graditude or something be written to her from SEDFRE. What do you say?

The MOYA workshop is now scheduled for April 10, 11, 12, 1970. I want to ask you about Dave or Hank being scheduled to work with me, since there will be 30-40 youth. This will be the workshop in Rochester, Indiana where the Black church youth and white church youth will be together.

Here is the list of training recommendations from the last training session.

1. Black History Lectures
2. Togetherness
3. Mechanics of Administration
4. Workshops regarding program operation (Guidelines) Structure
5. Staff-Board workshops
6. Urban Changes
7. New funding channels
8. Future workshops with C.E.P., Model Cities, Metro Corps and N.Y.C.
9. Program outside target area ("means" area)
10. Atitudinal workshops
11. Information on small business (Black economic development)
12. Citizen Participation
13. Community Careers
14. In-service staff training

Peace and Power,

Bob Jackson, NAI

February 25, 1970

TO: Shirley Lacy

FROM: Bob Jackson

SUBJECT: Topics for training session in Zion, Illinois

Shirley,

The following is the four topics the Metro Corps and Model Cities Board Members want skills in:

1. Urban Changes
2. New Funding Channels
3. Togetherness (Unity)
4. Citizen Participation

There will also be a film, which we have here. The name of the film is "A Time for Burning".

There are also board members who stated that they didn't want Andy as a trainer, but I will let you handle that. I will talk with you about this.

I promised you that I would send a suggested design. This has been cleared with Barbara Farrar.

There is also a map to Zion, but I hope to meet you at the airport to go with you. It would be wise for you to rent a car.

Love & Peace,

Bob

I realize that I haven't given you a design, but I am having trouble coming up with anything clear. I hope you will plan to arrive at O'Hare by 10:00 a.m. on Friday, March 6th.

Suggest Agenda

Friday

6^{00} -
5^{00} - Bus leave - 1100 - MASS for Zion, Illinois
30 - 9 Arrive at Zion, Illinois
30 - 9 Dinner
35 - 9^{4} Barbara Farrar - opening remarks
45 - 11 - Introduction to TRAINING - Shirley
- Beginning of TRAINING Workshops

Saturday

7-9 Breakfast
9-1 Workshops
12-1 - Lunch
1^{30} - 5^{00} - Workshops
5^{00} - 5^{30} - FREE TIME
5^{30} - 7^{00} - Dinner
7^{00} - 8^{00} - Film
8^{00} - 9^{00} - Discussion of Film
9^{00} ? - FREE TIME

Sunday

7^{00} 9^{00} - BREAKFAST
9^{00} 12^{00} - WORKShops
12^{00} 1^{30} - lunch
1^{30} - Bus leaves for GARY.

February 25, 1970

TO: Marvin Rich
FROM: Bob Jackson
SUBJECT: C.E.P. Money

Marv,

The word with C.E.P. money is they have not been funded yet for fiscal 1970. The C.E.P. Program is now on a month to month contract with labor. The program has been this way since August. They have missed some pay periods and have difficulty getting their money each month.

There are some sub-contractors who have now missed the last two pay periods.

The political issue is that the Gary C.E.P. Program fought, and won so far, the Labor Departments attempt in October to put all of the Programmatic functions under the state employment agency (Indiana State Employment Service). This was a big issue here and the Mayor sent letters to Washington to "abort" the effort. The attempt is to dilute the autonomy of C.E.P.

Since this effort has been defeated, Labor has retaliated by returning each contract submission, because of minor technicalities. As of now there is no indication of when the games will stop.

Therefore, there has been no money for Neighborhood Action Institute or other contractors. If I get the money will they have been funded?

The clipping is to tell of another of the problems C.E.P. is having.

There is a pictorial display in the corridor at City Hall which is to explain to the public some of the various city programs. We are included in this display. I will attempt to get pictures of it for SEDFRE'S funding raising purposes.

Peace & Power,

Bob